

**YOUTH FORMATION PROGRAMS, PROJECTS, AND ACTIVITIES
(PPAs) OF PUBLIC ELEMENTARY SCHOOL SUPREME PUPIL
GOVERNMENT (SPG) TOWARDS A CONTEXTUALIZED
PUPIL EMPOWERMENT MODEL**

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I hereby declare that this compliance is entirely my own work and that, to the best of my knowledge and conviction, it does not contain any material that has been previously published by another person or material that has been widely acknowledged for the award of a degree or diploma from a university or other institution of higher learning, unless appropriate attribution is given in the text.

I further affirm that, despite the normal aid from others with style, presentation, and semantic expression, the logical content of my dissertation is entirely my own work.

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Entitled

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TOWARDS A CONTEXTUALIZED PUPIL EMPOWERMENT MODEL**

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DOCTOR OF PHILOSOPHY IN EDUCATIONAL MANAGEMENT

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DEDICATION

This is dedicated to his family; to his MAMA and PAPA, who never force him to be the best, but instead have always made him feel that he is “The Best.”; to his BROTHERS, who always support until the end; to his LEARNERS, who is a source of inspiration at all times; and to the ALMIGHTY GOD, who never fails him and shower utmost blessings.

Thank You!

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ABSTRACT

Title: **YOUTH FORMATION PROGRAMS, PROJECTS, AND ACTIVITIES (PPAS) OF PUBLIC ELEMENTARY SCHOOL SUPREME PUPIL GOVERNMENT (SPG) TOWARDS A CONTEXTUALIZED PUPIL EMPOWERMENT MODEL**

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This study intended to design a contextualized pupil empowerment model based on the Youth Formation Programs, Projects, and Activities (PPAs) of Supreme Pupil Government (SPG) among public elementary schools. Specifically, it attempted to determine the performance rating of the following as revealed by the Key Result Areas of Division Youth Formation Coordinators, School Heads, Teacher-Advisers, and SPG Officers; to determine the level of implementation of the Youth Formation PPAs; to find out the variations of the level of performance of the respondents; to identify the significant relationship between the performance rating of respondents and the level of implementation of the PPAs; to explore the extent of implementation the PPAs of the SPG; and to design a Contextualized Pupil Empowerment Model. The researcher selected the respondents through criterion sampling. They were composed of all three Youth Formation Coordinators of the School Division Office of Laguna, 24 School Heads, 24 SPG Teacher-Advisers, and 168 SPG officers in all central schools of the Schools Division of Laguna. This study used Sequential Explanatory Mixed Method Research Design subsequently quantitative data were collected first before the collection of qualitative data. In quantitative data, correlational research design was employed utilizing adopted and modified questionnaires. Phenomenological research design was employed in gathering the qualitative data utilizing a validated semi-structured interview guide anchored on CIPP Model. It found out that there is very weak correlation between the performance rating among the groups of respondents and the level of implementation of PPAs but there is a significant relationship. It also revealed that the mandated PPAs are not well implemented in the public elementary schools. Based on the quantitative and qualitative results, a contextualized pupil empowerment model for the Supreme Pupil Government in the Schools Division of Laguna has been developed.

Keywords: *key result areas, phenomenology, programs, projects, and activities (PPAs), student government, youth formation*

Chapter I

INTRODUCTION

By issuing policies and guidelines and developing standards, the Youth Formation Division (YFD) under the Bureau of Learner Support Services (BLSS) will lay the groundwork for the organization and elections of the Student Government (SG) to be carried out successfully. Additionally, it must: (1) evaluate the SG's contribution to the YFD's goals and thrusts; (2) note the regions or divisions where the election and organization of the SG ran into difficulties; (3) offer prompt policy and programmatic solutions to problems and challenges; (4) assess SG's influence on the overall development of Filipino youth; and (5) review the election and organization of SG based on information gathered from the regional and divisional levels. (DepEd Order No. 11, s. 2016).

The Youth Formation Division (YFD) works to prepare youths as future of the nation for societal advancement. It aims to shape students into proactive Filipino youth that recognize that society can't prosper unless all its components cooperate to meet the needs of the country. Additionally, it is centered on enhancing and completing the and skills such as social skills, technical skills, creativity and innovation skills, affective skills, and self-mastery skills to support the execution of the K–12 curricula.

In addition, it seeks to offer youth-serving organizations with 'youth-focused, learner-centered, responsive policies, standards, guidelines, programs, and projects' that will aid in the holistic and complete development of learners who are driven by values, social responsible, career-oriented, and culturally rooted.

As one of its objectives, YFD seeks to empower young Filipino people by instilling them with the maka-Diyos, makatao, makakalikasan, and makabansa values. This will help

them develop into highly trained adults who are culture-rooted, responsible, industrious, enterprising, and persistent.

The Youth Formation Division (YFD) of the Department of Education established the Supreme Pupil Government at the elementary level to emphasize the importance of setting up a governing body that would embody its ideals, principles, and practices of participatory democracy and citizenship as well as to serve as a means of helping students develop their leadership and social skills. (DepEd Order 45 s. 2007).

The main co-curricular group of students with the power to manage and carry out relevant programs, projects, and activities (PPAs) at school is known as Supreme Pupil Government (SPG). By giving the kids a variety of chances to develop their leadership knowledge, abilities, and attitudes, it lays the groundwork for excellent government, volunteering, unity, and collaboration. Through various programs and activities focusing on academic, socio-civic, and leadership, the organization is unwavering in its commitment to making these principles a reality (DepEd Order 49 s. 2011). The school's Supreme Student Government (SPG) is the highest level of independent student representation. It advocates for the rights and welfare of the students and promotes moral values, excellence, and virtue. It is an entity that is responsible to adopt its Constitution and By-Laws anchored on mission and core values of the Department of Education. (DepEd Order 47 s. 2014).

According to the researcher's parallel study, teacher-advisers are well-aware of the 'Programs, Projects, and Activities' (PPAs) that the Department of Education's Youth Formation Division has required and encouraged for them. The execution of the objectives, the performance of various activities, and the involvement of various people in the PPA implementation are all done to a reasonable level. It is noted that the installation of PPAs

faces several procedural obstacles and difficulties. Teacher-advisers concurred that the implementation of PPAs aids in the development of their administrative and leadership abilities as well as the creation of networks and links among different stakeholders, but they firmly support the use of good governance.

Therefore, aimed to create a model of contextualized student empowerment for the Supreme Pupil Government. Its goal is to use it to accelerate the execution of the required programs, projects, and activities (PPAs). It can take into account the issues and needs brought up in each school. The Supreme Pupil Government officers' leadership abilities will be enhanced by this goal.

Background of the Study

Opportunities to develop leadership of the pupils are limited to elementary students. There are not enough opportunities for them to exercise their formal leadership roles. It is suggested to improve their understanding as leading as part of the nature of elementary school (Coffey and Lavery, 2017). Student leadership should have significant value to personal development and growth of the students and to the cultivation of school culture positively (Lavery and Hine, 2013).

Considering the literature and studies review, research gaps were identified. Most of the published studies related to student government were conducted internationally. There were very few studies of student government conducted in the Philippines. Most of the studies focused on the student government in secondary education and college. It found out that there is very little amount of research on leadership among elementary learners.

Without a leadership development program, it is likely to continue to depend on the assertion of adults about student leadership and observing what adults consider it should

be. Through leadership development, it would improve when there is knowledge base and explanation on leadership that exists (Dempster and Lizzio, 2016).

Leadership Development Program for the Supreme Pupil Government (SPG) Officers support a child-friendly environment that strengthens their creative expression, stimulates them to achieve goals and objectives, and enhances their interpersonal skills. This program can provide interactive experience as they are getting involved in the discussion and activity that are designed to strengthen their knowledge about concepts and strategies of leadership. In promoting their leadership skills, it is optimal for them to create action plans based on their objectives and goals. Also, in identifying the problems and challenges that can affect the implementation of such plans within organization (Wallace, 2014).

Based on the monitoring and evaluation result of Supreme Pupil Government (SPG) in all public elementary schools in Luisiana Sub-office, School Division of Laguna, the teacher-advisers are highly aware of the Programs, Projects, and Activities (PPAs) mandated and recommended to them by the Department of Education - Youth Formation Division. The attainment of the objectives is implemented to a moderate extent as well as conduct of various activities and the participation of various persons in the implementation of the PPAs. It is observed to a moderate extent the procedural barriers and challenges in the implementation of PPAs. Teacher-advisers agreed that the implementation of PPAs help develop their leadership and managerial skills, and establish linkages and networks among various stakeholders, but they strongly agree on the practice of good governance.

The researcher found Supreme Pupil Government (SPG) as the area of the study because of his personal experiences as teacher-adviser for almost seven years of the youth

organization since he entered the public school. Several awards and recognitions were received by him in this field across levels. Based on the parallel study conducted by the researcher on the situation in the sub-office in the SPGs', programs, projects, and activities (PPAs) were moderately followed by some other schools. Thus, this study will be useful as it will serve as a guide in its implementation (Lorbis, 2022).

Objectives of the Study

This study envisioned designing a contextualized pupil empowerment model based on the Youth Formation Programs, Projects, and Activities (PPAs) of the Supreme Pupil Government (SPG) among the public elementary schools. Specifically, it attempted to accomplish the objectives as follows:

1. Determine the performance rating of the following as revealed by the Key Result Areas:

1.1 Division Youth Formation Coordinators along with:

- a. Program Management and Implementation for Youth Formation
- b. Capacity Building
- c. Monitoring and Evaluation
- d. Partnership and Linkages
- e. Plus Factor

1.2 School Head along with:

- a. School Leadership, Management and Operation
- b. Instructional Leadership
- c. Learning Environment in the New Normal

- d. Human Resource Management and Development
- e. Parents' Involvement and Community Partnership
- f. Plus Factor

1.3 Teacher-Advisers along with:

- a. Content Knowledge and Pedagogy
- b. Learning Environment
- c. Diversity of Learner, Curriculum, Planning & Assessment, and Reporting
- d. 'Community Linkages and Professional Engagement & Personal Growth and Professional Development'
- e. Plus Factor

1.4 SPG Officers along with:

- a. Learning Progress and Achievement
- b. Learners Observable Behavior

2. Determine the level of implementation of the Youth Formation Programs, Projects, and Activities (PPAs) in terms of:

2.1 Impact of the PPAs

2.2 Teamwork on implementing PPAs

2.3 Creativity and Innovation of the PPAs

2.4 Effective use of Resources

3. Explore the extent of implementation of Youth Formation Programs, Projects, and Activities (PPAs) of the Supreme Pupil Government
4. Identify the significant relationship between the performance rating of the Youth Formation coordinators, school heads, teacher-advisers, and SPG officers and the level of implementation of the Youth Formation Programs, Projects, and Activities

5. Design a Contextualized Pupil Empowerment Model for the Supreme Pupil Government in the School Division of Laguna.

Hypothesis

There is no significant relationship between the performance rating of the Youth Formation Coordinators, School Heads, Teacher-Advisers, and SPG Officers to the level of implementation of Programs, Projects, and Activities (PPAs) of the Supreme Pupil Government.

Significance of the Study

Youth Formation Programs, Projects, and Activities (PPAs) of the Supreme Pupil Government in the Schools Division of Laguna are important in order to develop a contextualized pupil empowerment program.

Supreme Pupil Government Officers. This would provide them the information on the extent of implementation of the PPAs that are expected of them to execute. With this, they would be guided on the steps they should follow in compliance to the mandates and recommendation of the DepEd Youth Formation Division.

DepEd Youth Formation Division. This investigation would provide reliable and valid evidence on the extent of the implementation of PPAs according to their mandates and recommendations for the development of the student-leaders. This would also provide a contextualized pupil empowerment model to effectively implement the programs, projects, and activities mandated by the Department of Education. It would be implemented in the whole school's division.

Youth Formation Coordinators. Through this research, the YFCs would be provided the information for them to guide the Supreme Pupil Government in implementing their PPAs effectively. The model would be of great help in implementing the mandates of the Department of Education as part of the attainment of their job descriptions.

School Heads. This study would provide the necessary information for the school head on the success of the implementation of mandated and recommended PPAs. Through this, they would provide information on to what extent they support the school youth organization.

Supreme Pupil Government Teacher-Advisers. This research would guide the teachers-advisers on monitoring the implementation of the PPAs of the SPG. Thus, they would effectively manage the organization towards the attainment of the objectives. A contextualized pupil empowerment model would be provided for them based on the result of the evaluation.

Future Researchers. The information provided by the research findings would pique the curiosity of future researchers, who may then decide to improve and broaden this examination. It would act as the foundation of information that is useful for conceiving and carrying out concurrent investigations.

Scope and Limitations

This study intended to design a contextualized pupil empowerment model based on the Youth Formation Programs, Projects, and Activities (PPAs) of the Supreme Pupil Government (SPG) among the twenty-four (24) public central elementary schools in the

Schools Division of Laguna for School Year 2022-2023. It also attempted to comparatively analyze the performance rating of the Youth Formation Coordinators, Schools Heads, and Teacher-Advisers for the School Year 2021-2022. Also, the performance of the SPG Officers along with their learners' progress and achievement and learners' observable behavior for the second quarter of the school year 2022-2023. The respondents were chosen through criterion sampling. Additionally, it sought to evaluate the extent of implementation of the Youth Formation Programs, Projects, and Activities (PPAs) of the Supreme Pupil Government (SPG) utilizing CIPP (Context, Input, Process, Product) Evaluation Model. This study employed sequential explanatory mixed method research design. In gathering the data, various research instruments were used. In the quantitative phase, a standardized monitoring and evaluation tool was adopted and modified based on the available tools of the Department of Education while in the qualitative phase, a validated semi-structured interview guide was used.

Definition of Terms

The researcher conceptualized and operationalized the following concepts for the greater comprehension and clarity:

Mandated Programs, Projects, and Activities (PPAs) refers to the ten (10) PPAs that the department of education assigned the SPG to implement (DepEd Order No. 49 s. 2011).

Supreme Pupil Government (SPG) is the highest governing body of the students in elementary schools (DepEd Order 47. S. 2014). It is the entity or organization that is being studied in this research which comprises elementary student-leaders.

SPG Officers are duly elected student-leaders in every elementary school which occupied the position of the president, vice-president, secretary, treasurer, auditor, public information officer, protocol officer, and grade level councilors or representatives (DepEd Order 47 s. 2014 and DepEd Memo No. 55 s. 2021).

SPG Teacher-Advisers serve as the Student Government's mentor in matters of leadership and governance and are tasked with helping SPG officers carry out their PPAs. (DepEd Order No. 11 s. 2016).

Youth Formation Coordinators are the Project Development Officers (PDOs) that are the assigned personnel in each division that conduct regular monitoring and ensure uniform interpretation of the additional provisions. (DepEd Order No. 11 s. 2016).

Youth Formation Division (YFD) is responsible to lay down the foundations for the effective implementation of the organization and elections of the Student Government through the issuance of policies and guidelines, as well as the formulation of standards (DepEd Order No. 11 s. 2016)

Youth Formation Program refers to the ten mandated PPAs as stipulated in 'DepEd Order No. 49 s. 2011' and recommended the PPAs as stipulated in the DepEd Memorandum No. 55 s. 2021.

Chapter II

REVIEW OF LITERATURE

The concepts and findings in this chapter's connected readings, which are important to this research because it tends to support its objectives, are drawn from both literature and studies.

Performance Rating and Key Result Areas (KRAs)

The Strategic Performance Management System (SPMS) is implemented in the government entities according to rules specified by the Civil Service Commission. The agency's strategy alignment with the daily operations of its units and individual personnel is a key priority area for the SPMS. It gives a trustworthy and verifiable framework for assessing the outcomes and the general performance of the government workforce and focuses on the performance indicators in respect to the anticipated milestones. (CSC Memorandum Circular No. 06 s. 2012).

The Department of Education must make clear the connections between its organizational goals and its performance evaluation system. “By cascading institutional accountability to the various levels, units, and individual employees, as anchored on the establishment of a rational and factual basis for performance targets and measures, it is crucial to ensure organizational effectiveness and track the individual improvement and efficiency. To ensure adherence to the idea of performance-based tenure and incentives, it is also required to connect the SPMS with other human resources systems.” (DepEd Order No. 2. S. 2015).

Furthermore, Key Result Areas (KRAs) are a large group of all-encompassing general outputs or results. It is part of the office's mission or one of the employee's duties.

An office or job only exists because of the KRA. The office and/or specific employees are expected to concentrate on it.

DepEd Order No. 24 s. 2020 also laid down the policy that establishes the Philippine Professional Standard for School Heads (PPSSH) as a formalized declaration of professional responsibility for school heads to consider and evaluate their own practices as they strive for and work toward professional development. It aims to precisely outline the requirements for ‘school leaders along the well-defined career stages of the professional development, from entry-level work to exemplary practice, to actively encourage school leaders to pursue high proficiency levels, support professional learning and development’, pinpoint problem areas, and facilitate consistent performance evaluation.

According to the concepts of lifelong learning, the Department of Education acknowledges the significance of professional standards in teachers' advancement and ongoing professional development. It is devoted to supporting teachers and recognizing the resounding body of research that shows excellent teachers are crucial to raising student success. For students to learn well, there must be great instruction. As a result, raising teacher quality becomes essential for the long-term, sustainable development of a country. The National Competency-Based Teacher Standards (NCBTS) must be improved and rethought in light of a number of regional and global contexts, including the K–12 reform, globalization, ASEAN integration and the changing character of 21st century learners. As a result, the ‘Philippine Professional Standard for Teachers was created (PPST)’ (DepEd Order No.4 42 s. 2017).

Furthermore, The PPST should also serve as the basis for all development and learning activities for teachers’ in order to guarantee that they are sufficiently qualified to

administer the K-12 Program. It can also be applied to the choice and advancement of instructors. The set of standards shall serve as the foundation for all teacher performance evaluations. To encourage teachers to actively embrace a continuing effort in achieving proficiency and to apply a uniform measure to assess teacher performance, identify needs, and provide support for professional development, this standard aims to set from beginning teachers to outstanding teachers, there should be "clear expectations for teachers along clearly defined career stages of professional development."

By incorporating the 37 PPST ‘(Philippine Professional Standard for Teachers)’ indicators into teachers' performance, the Department of Education seeks to complete the entire cycle. Guidelines for managing and evaluating teachers' performance using the other 18 RPMS indicators are provided through implementation of ‘Result-based Performance Management System - Philippine Professional Standard for Teachers (RPMS-PPST)’. To make sure that the performance measures for the academic year 2021–2022 are adequate, adaptable, and pertinent to capture teachers' real performance in the context of the pandemic, the tools, forms, and procedures described below are developed and changed. This occurs as a result of the ‘Basic Education Learning Continuity Plan (BE-LCP)’ implementation, the sudden changeover from in-person to online learning, and the current gradual introduction of restricted in-person classrooms. (DepEd Memorandum 4 s. 2022).

Supreme Pupil Government

1987 Philippine Constitution mandated that all educational institutions should aim that all learners should develop their being patriotic and nationalistic. They should learn how to love humanity and respect human rights. They should also consider the heroic deeds

of national heroes and improve their rights and responsibilities as Filipino citizens. Also, they should strengthen their values and develop moral character and discipline. They should be critical thinkers and widen their knowledge of sciences and promote their vocational skills (Article XIV Section 30).

The school is the great venue to achieve the aims of Constitution to all educational institutions. The constitutional provision discloses a very broad conception of the role of schools in the education of the youth. Schools have an important responsibility for enhancing leadership (Lavery, 2008).

The Supreme Pupil Government was formalized by the Department of Education at the elementary school level to emphasize the importance of setting up a governing body that would embody its ideals, principles, and practices of participatory democracy and citizenship as well as to serve as a means of helping students develop their leadership and social skills (DepEd Order 45 s. 2007).

As mandated by the DepEd Order 27 s. 2014, The student body shall have the authority to direct the Student Government. It is the most democratic, autonomous, and comprehensive representation of the student body. It supports and complies with the Department of Education's Mission Statement, which states that it is committed to protecting the rights of Filipinos in accessing quality, equitable, culture-based, and complete basic education while they learn in a child-friendly, gender-sensitive, safe, and motivating learning environment.

A group in charge of managing the schools is called Supreme Pupil Government. The need for students to have strategies for maintaining harmonious relationships was dominant in its construction (Alviento, 2015). In his research, he also concluded that the

Student Government is fulfilling its responsibility to inform its supporters of their political rights. To learn enough to become good leader, one must attend leadership training courses.

DepEd Order 49 s. 2011 listed down mandated Programs, Projects, and Activities (PPAs) of the Supreme Student Government. These are as follows “(1) Organizing the participation of students and volunteers in Yearly Brigada Eskwela, (2) Leading and Participating in the National Greening Program (NGP) and other environment-related activities, (3) Conducting activities and awareness campaigns in encouraging parents to enroll their five-year old children for kindergarten, (4) Conducting book and toy drive and other school supplies for donation to schools with kindergarten, (5) Conducting activities to prevent Student At Risk of Dropping Out (SARDO), (6) Conducting English Speaking Campaigns, and Reading Tutorial Services, (7) Assisting in ensuring that the school is a smoke or tobacco free place, (8) Leading students in organizing Teacher’s Day celebration, (9) Encouraging and supporting the participation of students in recognized co-curricular clubs or organizations and activities.”

The Supreme Student Government's major responsibility is to link with all the students and the larger learning community. It promises to give back to the school community, likes carrying out projects and activities, and solves issues at school. A chance to experience and learn about the political process in the country is provided by the Supreme Student Government (The National Association, 2006; Skykes, 2008).

The Supreme Pupil Government serves as the student body's voice and informs staff of significant events that take place in the school and neighborhood. It can be given with personnel support if necessary. Student Government frequently pushes initiatives and raises worries about events at school (Skykes, 2008).

The process of seeking for and presenting new options for students is called Supreme Student Government. The promise of advancing professionals is to remain inspired while collaborating with students as a long-term strategy for achieving leadership objectives (Jaramilla and Lazo, 2010)

Griebler and Nowak (2012) made it clear that the Supreme Pupil Government has the potential to improve mental health by fostering life skills, boosting relationships among school personnel, including teachers, students, and administrators, and by enhancing the learning environment. Student Government is integrated into the right organizational culture and institutions that guarantee students' involvement in school decision-making and have the capacity to bring about long-lasting reforms.

According to Dorozhkin et al. (2016), the Supreme Student Government improves students' professional growth. It has a favorable impact on the overall evaluation of the institution as well as elevating students' confidence in their ability to find job after graduation. As a result of the perception that students are a source of answers, it is crucial to include students in the growth of self-government in order to successfully mold the personalities of the future workforce.

Youth Formation Programs, Projects, and Activities (PPAs)

The 1987 Philippine Constitution mandated that all educational institutions should aim that all learners should develop their being patriotic and nationalistic. They should learn how to love humanity and respect human rights. They should also consider the heroic deeds of national heroes and improve their rights and responsibilities as Filipino citizens. Also, they should strengthen their values and develop moral character and discipline. They

should be critical thinkers and widen the knowledge sciences and promote their vocational skills (Article XIV Section 30). The school is the great venue to achieve the aims of Constitution to all educational institutions. The constitutional provision discloses a very broad conception of the role of schools in the education of youth. Schools have an important responsibility of enhancing leadership (Lavery, 2018).

The Youth Formation Division (YFD) is responsible to lay down the foundations for the effective implementation of organization and elections of the Student Government (SG) through the issuance of policies and guidelines, as well as the formulation of standards. It shall also: (1) assess the role of the SG in the goals and thrusts of the YFD, (2) identify regions or divisions where the organization and election of the SG encountered complications, (3) provide timely policy and programmatic response to the issues and challenges identified, (4) evaluate the impact of the SG in the overall development of the Filipino youth, and (5) review the organization and election of the SG grounded on data gathered from the regional and division offices (DepEd Order No. 11, s. 2016).

The goal of the Youth Formation Division (YFD) is to change the nation's young for social advancement. It aims to shape students into proactive youth who recognize that society can't prosper unless all the components cooperate to meet the needs of the country. Additionally, it is centered on enhancing and completing the skills like Technical Skills, Social Skills, Creativity and Innovation Skills, Affective Skills, and Self Mastery Skills”in order to support the execution of the K–12 curricula. In addition, it seeks to provide youth-serving units and organizations with youth-focused, learner-centered, responsive policies, standards, guidelines, programs, and projects that will aid in learners’ holistic development who are driven by values, socially responsible, career-oriented, and culturally rooted.

As one of its objectives, YFD seeks to empower young Filipino people by instilling them with the maka-Diyos, makatao, makakalikasan, and makabansa values. This will help them develop into highly trained adults who are culture-rooted, responsible, industrious, enterprising, and persistent.

The Youth Formation Division (YFD) of the Department of Education established the Supreme Pupil Government at the elementary level to emphasize the importance of setting up a governing body that would embody its ideals, principles, and practices of participatory democracy and citizenship as well as to serve as a means of helping students develop their leadership and social skills. (DepEd Order 45 s. 2007).

Impact of the PPAs

Based on the study of Badewi (2016), Project management (PM) and benefits management (BM) are two interconnected strategies for making projects successful. However, there is currently a paucity of empirical support for the benefits of BM practices in the literature. In light of the influence of PM practices on project success, it is intended to examine the effect of BM practices on investments in projects. SEM was selected since the findings, based on 200 valid replies, indicate that a sizable fraction of organizations adopt PM and BM simultaneously. It was shown that PM approaches not only impacted project management performance but also impacted project investment success. However, it is discovered that BM is less important and has less of an influence on the success of project investment. However, there is a greater chance that the initiative will succeed.

According to the results of another study, project planning is usually acknowledged to be very important to project success. But does the study back up its importance and offer

guidance on how much preparation should be done? The project management literature and, to a lesser degree, the general management literature are surveyed in order to determine the alleged relationship between planning and project success. Overall, the research reveals a strong link between project planning and success. A review of the literature finds empirical results on the link between effective planning and planning quality that are remarkably consistent. The study found an average correlation between efficiency and overall project performance, with R^2 values of .33 and .34, respectively. This shows a significant impact when compared to the suggested planning effort of around 20–33% (Serrador, 2013).

The study done by Chow et. Al. (2021) examined how the performance and planning of sustainable projects in organizations were impacted by sustainable project management. Project management experts at a Malaysian manufacturing organization provided the information. 231 responses were analyzed using partial least square (PLS). The findings demonstrated that effective sustainable project planning is significantly influenced by effective sustainable project management.

The planning of the sustainable initiatives has a favorable relationship with their success. The results also demonstrated that sustainable project planning serves as a mediator between the sustainable project management and a project's success. The findings provide significant new knowledge to the corpus of research on the project life cycle and demonstrated that sustainable project planning is a crucial project management tool for the manufacturing company's project success. The findings can act as a road map for businesses, providing project managers with direction to foster sustainable development inside their organizations.

Academics have recently paid a lot of attention to cultural impact because of how crucial a part it plays in a project's success or failure. Numerous empirical studies in the construction sector have looked at how culture affects project management. The purpose of this study is to ascertain how project organizational culture affects construction project performance. In all, 199 finished projects in Vietnam that collected particular data via questionnaires were examined. The results show that the most important cultural element influencing project success is contractor adherence to contract requirements.

To increase overall performance and participant satisfaction, goal alignment and reliance, contractor commitment, and worker orientation (i.e., dedication to workers) all play a role. Goal alignment, trust, and contractor commitment enable learning performance (i.e., learning from experience), where cooperative orientation and contractor commitment increase labor productivity. The results of this study may help those working in the construction industry put principles into practice that can help build projects sustainably and successfully (Nguyen, 2017).

Teamwork on Implementing PPAs

According to Palmon et. al. (2021), the last two decades have seen a boom in research on teams and teamwork. Research employing short-term student teams in the lab, teams in bigger companies, and more recently teams in unusual and harsh circumstances has contributed significantly to our knowledge of teams and teamwork. The environment in which teams work has an impact on their structure, workflow, and efficiency. Small companies give a significant opportunity to improve our understanding of teams and team dynamics since they are understudied and frequently ignored. The differences between

teams and multi-team systems in small businesses and those found in bigger organizations are discussed in this research. The study of team composition and dynamics in small complex organizational contexts is complicated by several of these variables from a methodological and practical standpoint. To increase knowledge of the science of teams and teamwork in such circumstances, we support the use and acceptance of novel and less often employed methodological techniques.

According to the research of Askari et. al.'s (2020) study on how collaboration affects performance in organizations while considering the design of cooperative games. Performance indices were considered both individually and as a group to encourage a culture of collaboration, and by contrasting the ratings each employee received both individually and as a group, their disparities were clear. In this strategy, the performance of the organization was enhanced using a cooperative game's concept. The suggested approach executed all payments equally, along with improving the performance and satisfaction, in addition to analyzing organization's and employees' actions. This included overtime pays, prizes, and other compensation.

The cooperative strategy improved teamwork among employees and authorities by fostering the efficient communication. Additionally, outcomes might be used to personnel choices (such as hiring, promoting, terminating, and seconding people), analysis of training needs, personnel development, and research and plan value. Accordingly, the collaborative coefficient (CC) plays a significant role in boosting an organization's long-term production and efficiency. The collaborative coefficient is a novel idea in cooperation that hasn't been frequently considered in academic studies.

Working as a team is coming together to accomplish a common goal or set of goals. The fundamental requirement for an organization to operate is teamwork. Additionally,

each firm includes divisions of various teams to carry out responsibilities, which overall saves time to a greater level. Employees may learn from each other's achievements and failures while supporting one another when they work as a team. Additionally, teamwork makes it possible for workers to share knowledge without taking unnecessary risks (Arias, 2020).

Performance is moderately affected by teamwork. Moderators' study demonstrated how performance is correlated with collaboration, independent of the nature of the assignment or the team. Because of this, the healthcare organizations should encourage cooperation and emphasize strategies that uphold and enhance it for the benefit of their patients (Schmutz et. al., 2019).

Creativity and Innovation of PPAs

The goal of Destouni's (2018) research is to uncover project management best practices that help foster creativity in projects. There is little extant literature or systematic recording of what project management can do to foster creativity within an architecture work environment, even though creativity is a crucial component of any successful design process. To define creativity and the variables that foster it, this research first examines the literature and current theories.

The education, academic achievements, and inherent qualities of each person are important factors in many facets of creativity training. One of the unique methods that may be actively employed throughout the university stage of education is the way of creative projects. Analyses, synthesizes, inductions, and the deductions were employed as logical research approaches in this study. The essay also employs the abstraction approach, which

entails moving up from purely theoretical notions and theses to actual results. The findings show that using creative projects to foster the development of creative design thinking in higher education is extremely beneficial, and design thinking may be viewed as being relatively common in the job market. The beneficial effects that have resulted from its active use are cited by several senior managers. The report also presents the contrasting viewpoints of professionals who believe that design thinking is only a component of a bigger creative process on which there is no need for excessive concentration (Dykhnych et. al., 2022).

The variable aspects of project management aimed at university human resource development that arise from their topic area have not yet been completely exposed, despite the research's thorough formulation of innovative project management techniques. Due to this fact, it is necessary to specify the goals and objectives, the scope of the project work, and the projects' effectiveness in relation to the regulatory legal framework's current state, external environmental factors, university resources and capacity, and the specifics of the faculty and other university staff's individual career paths (Kalimullin et. al., 2016).

As stated by Bourgault and Daoudi (2014), in a distributed context, managing distributed innovation initiatives is a hazardous endeavor that is influenced by many internal and external factors. Enterprisers working on such initiatives should take special note of the context rather than approaching it as "business as usual". Findings demonstrate that, in contrast to popular belief, distributed teams may benefit from some traits that are viewed as inherent to them, such as cultural variety. In this regard, the team's attitude—and particularly the leader's attitude—is a deciding element for dynamics of collaboration inside project teams.

The article of Cantarelli (2022) looked at creativity in megaprojects and how project complexity affects innovation. As a way to handle complexity and enhance megaproject delivery, innovation is becoming more prevalent in megaprojects. Megaproject management literature hasn't done a good job of examining the relationship between innovation and project complexity up to this point. The report critically assesses the aspects of innovation and their relationship to project complexity based on a cross-case analysis of two megaprojects. Interactions between innovation aspects are also revealed. The effect of innovation on project performance is thought to be influenced by a contingency element known as project complexity. Evaluation of innovation adoption in relation to complexity reduction and better innovation integration in megaproject planning are two policy proposals.

Effective Use of Resources

Any element required to complete a task or conduct an activity is referred to as a resource in the context of business and economics. They are, in a nutshell, the elements that a business requires in order to operate. Employees, office space, tools, or money are examples of resources. In order to make the most of the resources at your disposal and avoid leaving any gaps in your business model, it is essential to understand exactly what your company utilizes (Koehler, 2019).

According to the results of the study Mwai et. al. (2018), organizational resources have a favorable and significant impact on achieving organizational effectiveness. This study proved that fundraising activities have a beneficial impact on an organization's ability to function effectively. A novel discovery was that the employee empowerment has a

detrimental effect on productivity; while this may be corrected with affirmative action rules and significant effort, it may not always result in the highest productivity of organizational resources. The way resources are allocated has a beneficial impact on how well an organization can achieve its goals and organizational strategy. The study concludes that staff empowerment, fund-raising initiatives, and how money are allocated do not significantly affect the achievement of two organizational effectiveness parameters—goals—or stakeholders. Process efficiency is the crucial and profoundly important organization effectiveness component impacted by resources.

Elbanna and Maksoud's (2019) study use the Resource-Based View (RBV) paradigm to examine the connections between public organizations' capacities and performance. The study's findings indicate that organizational financial, human, and capability resources have an impact on performance of the assessed public organizations. A further study reveals that the only substantial organizational resource that can affect corporate social performance is a shortage of resources, specifically financial resources.

Contextualized Pupil Empowerment Model

Engagement of student-leaders with various school programs and activities are a significant influence on the differential patterns of learning and growth. One result from such engagements is its impact on attitudes and beliefs concerning leadership, which remains to be a conspicuous theme in higher education (Thompsons, 2013).

Lavery and Coffrey's (2020) qualitative survey of students revealed how they felt about leadership: it wasn't telling them what to do. As an individual on a team, leadership is correlated with teamwork. The emphasis on the team closely resembles how distributed

leadership is understood by adults. Providing leadership should be a service. People's welfare and the desire to put others above oneself must be taken into account.

As cited by Thomson (2012), there are benefits for learners in involving in activities and programs are viewed as positive, many schools have been slow in emerging means to make these clear. Students learn from tasks, information, interactions, and materials available. Teachers cannot be separated from students' way of thinking. The processes and objectives are connected with what students learn. Products, processes, and objectives are closely linked together in classrooms and in student leadership activities too.

Posner (2012) developed "Student Leadership Practices Inventory" (SLPI) in order to assess leadership. Students who take on the significant leadership positions are more effective than those who don't. It also confirmed previous studies about the strength of the SLPI across populations.

A longitudinal study conducted by Posner et al. (2015) and they found out that students account that they are involved in leadership frequently. It also revealed that the "impact of age, geographical place of origin, and residential location were not found to be significant factors in any changes in leadership behavior over time. While there were differences found on the basis of gender, the changes in leadership behavior over time by males and females mirrored one another."

It is also found out that the Leadership Training is very important to develop the leadership abilities of student-leaders. There are several studies that examined importance of Leadership Training. As cited by Lavery and Coffrey (2020), Leadership Training is a valuable endeavor. Such training programs depend on implied ideas about how students enhance leadership traits.

According to Hine (2014), the conduct of a leadership program was a valuable experience for the student, promoting student leadership, and giving students opportunities to make a positive difference in the community.

As suggested by Alviento (2018), through “conduct of leadership training, student-leaders shall improve their aptitude and skills, especially when theories learned inside the classroom have to be improved through practical applications. Additionally, through this leadership training, students can adequately learn to become effective leaders.”

There are lots of benefits that leadership programs offer to students-leaders as enumerated by the findings of the study of Hine (2012). Those benefits include having opportunities to work with other leaders, occupying the position of getting involved with other students in activities, being provided power and accountability, being occupied with the staff, and learning leadership skills.

The development of the student's leadership skills is greatly influenced by the school leaders, especially the principals. Their endorsement demonstrates a tremendous advancement in leadership techniques. Hine (2014) advises administrators to deliberately appoint qualified, energized employees to positions devoted specifically to collaborating with student leaders. They should also establish a network of dedicated employees who will oversee facilitating and perfecting any student leadership efforts.

Hine and Lavery (2015) noted learning and personal development opportunities offered by their schools fall under the complete authority of the principals. At their specific schools, principals may take an active or passive role in student leadership efforts.

Aside from school administrators or principals, teachers also play significant roles in mentoring the student-leaders. Through their support, programs, projects and activities

(PPAs) will be executed properly. The leadership performance and practices also become effective if there is proper guidance and support from the teacher as their mentor or adviser.

According to Coffrey and Lavery's (2017) research, instructors significantly help students. It is impossible to overstate the value of adult encouragement for the student leadership. The backing of student leaders may involve older classmates. Additionally, the teacher chosen to serve as the adviser has to be able to connect with students and spot possibilities for them to grow as leaders.

Advisers should instill socially responsible leadership and concentration on the personal development and leadership empowerment within the mentoring. The focus on personal development is especially important for advisers. Teachers should focus more broadly on personal development of students to instill socially responsible leadership such as helping them to be open to new experiences, to appreciate diversity, to live up to their potential (Campbell et al, 2012).

As highlighted by Fox, Wilson, Austin (2012) and Mullarkey, et al. (2005), instructors may find it difficult to manage student leadership behaviors in their classes, even though they are meant to foster the students' development. Understanding and recognizing leadership traits is the first step in the process of encouraging the student leadership activity. Teachers may then assist and promote actions rather than discouraging them once they see that a student is taking the initiative to exhibit leadership skills. They also learned that when attempting to understand the kid leader, instructors must draw from their own classroom experiences. Teachers assist scaffold and support student leadership abilities when they are aware that kid leaders are emerging leaders whose leadership skills may not yet be completely developed.

The primary duty of a teacher serving as a mentor may change depending on the requirements of the pupils. Any mentoring job would seem to require the capacity to listen, explore ideas, share experiences, assist processes, offer information, give advice, and provide feedback (Hine and Lavery, 2015).

Baker and Griffin (2010) confirmed that many students expect their faculty advisor to serve as their mentor. The main difference between teacher advising and mentoring, however, is the intentionality in which the student and teacher engage in a relationship that is more than just a succession of tasks and information distribution.

Leadership involvement at the primary school level would bring together parents, teachers, communities, and students. Elementary school's creation of a student government fosters student voice and involvement while enhancing relationships between community and the school. A secure and effective learning environment for elementary school students depends on everyone participating (Skykes, 2008).

Hess (2010) looked at the requirement for leadership education in the primary grades. There wasn't anything in the research that suggested leadership abilities should be taught at the primary level, she discovered. Leadership qualities are not covered in the standard curriculum at the primary school level. Her research revealed that it is possible to start incorporating leadership into the classroom. Teachers and administrators will devise plans to teach students how to employ effective leadership practices in the 21st century, where theory supports the notion that leaders can be taught and are not merely born with a specific mindset.

According to Sykes' (2008) citation of Warren's (2005) research, school climate has a big impact on how students develop as people. Students act inappropriately in public

because they believe they belong in their school's community. Elementary schools may assist in building a bridge between the community and teachers by fostering student enthusiasm and amplifying student voices through student government. Through the development of positive ties within the community, the Student Government also succeeds in fostering robust communication among its constituents. Students demonstrated their support for the neighborhood by providing services and carrying out school projects there.

The subsequent leadership organization interacts often with elementary students. In spite of the fact that they were achieving a lot of things at the primary level, they sent pupils to high school, where their skills were not acknowledged. For the leadership needs at a higher level to become more intense, they need more opportunities to hone characteristics and abilities that they had established in elementary school (Coffrey and Lavery, 2017).

Fox (2012) discovered that instructors both support and discourage young kids' leadership characteristics. Teachers frequently backed existing leaders. Teachers, on the other hand, overlooked the children's attempts to demonstrate leadership skills, maybe because they had more important teaching responsibilities to attend to.

Theoretical Framework

The emerging leadership skills of the Supreme Pupil Government (SPG) Officers as student-leaders should undergo development through the guidance and assistance of the teacher-adviser. Its development is closely linked to the Situational Leadership Theory conceptualized by Kenneth Blanchard and Dr. Paul Hersey. According to this Leadership theory, there is no best leadership style to perform by a particular leader, but best leadership style depends on its capability to adjust in particular situation or particular task to perform.

Based on theory, in developing a leader, two factors should be considered. The first factor is the identification of the leadership style. According to its proponent, Dr. Hersey, there is no best leadership style because it is dependent on the level of ability of an individual and his/ her willingness in accomplishing certain tasks. The second factor is the driving force behind the individual's motivation.

In the development of a leader, it follows a series of stages. The first stage is when an individual is lacking knowledge, skills, and willingness to complete a certain task. The second stage is when an individual is willing and enthusiastic but lacks ability. The third stage is when they gain skills and capability to complete the task but are reluctant to take the responsibility. The last stage is when an individual is skilled and eager to complete the designated task.

This can be linked to the Transformational Leadership which greatly focuses on changing or transforming people. It involves the motives, satisfaction of needs, and treating subordinates as a human being. It moves the followers to accomplish more than what is expected of them. This leadership theory concerned the charismatic and visionary type of leadership (Northhouse, 2019).

An essential component of program and curriculum assessment is the selection of the evaluative model since the many models available can offer a distinctive range of knowledge that can be used to deepen understanding of the design process. Evaluation methods enable responsibility of all parties engaged in the execution of a program or curriculum, arrange information for the community cooperation, and provide insight into which areas might be better applied in future endeavors.

“Context Input Process Product (CIPP) Model for Evaluation” was employed in this study. In the 1960s, Guba created the CIPP Model, which Stufflebeam later refined. It

was born out of the discovery that conventional methods for assessment designs were frequently too constrained and inflexible to be effective in assessing changing social environments (Stufflebeam, 2003a). The CIPP focuses on providing the framework for determining and validating specific assessment criteria through an interactive interaction between the evaluator and client, even though each evaluation model has its own distinct value strengths.

The constructivist methodology that formed the basis of CIPP calls on evaluators to treat all stakeholders with respect, regardless of their positions of authority, gender, or cultural background (Stufflebeam and Shinkfield, 2007). It offers a framework for identifying unanticipated flaws and strengths (Stufflebeam, 2003a). The goal of CIPP is to enhance designs, with emphasis placed on the planning and execution of development initiatives. The practicality of the project scope, user safety, the relevance of the influence the evaluation will have on the project as well as the project results, and equality for stakeholders and decision-makers are all things that must be considered while conducting an evaluation study utilizing CIPP. To facilitate the collection of data and further analysis and synthesis, communication between evaluator and stakeholders is maintained open.

Context evaluation, Input evaluation, Process evaluation, and Product evaluation are some of the four main principles that CIPP employs to direct assessment. Each of these CIPP components poses queries on the assessed process's state of development at the time it is being evaluated. It also serves as a foundation for meta-evaluation. By posing these queries, CIPP may assist in making a variety of judgments, including those about a project's goals or objectives, plans or strategies for carrying them out, actions or activities that require priority or additional attention, and how the results respond to the goals.

Research Paradigm

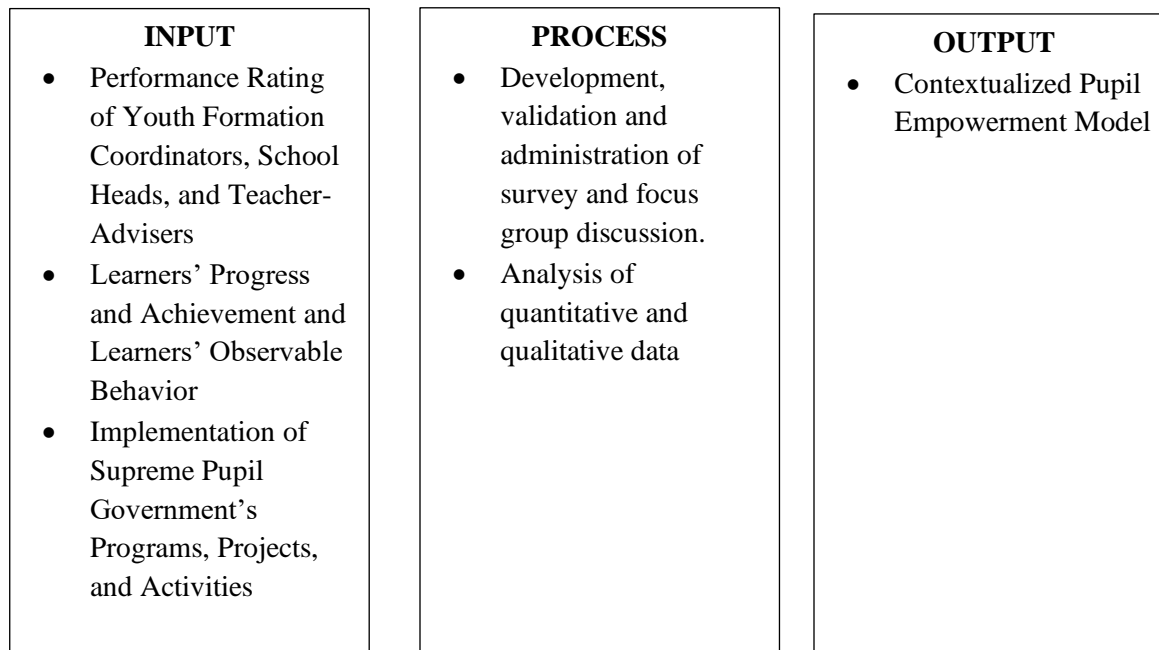


Figure 1. Input-Process-Output Model on the Youth Formation Division's Programs Projects and Activities of Supreme Pupil Government

The model shows the Youth Formation Division's Program Projects, and Activities implementation of the public elementary Supreme Pupil Government (SPG). In input, it used the performance rating of youth formation coordinators, school heads, and teacher-advisers and learners' progress and achievement and observable behavior. Additionally, it utilized the implementation level of the SPG's programs, projects, and activities (PPAs. In the process, questionnaires and semi-structured interview guide were developed, validated, and administered. After which, the data gathered was analyzed. In effect, a contextualized pupil empowerment model was developed.

Chapter III

METHODOLOGY

The study's research technique is covered in this chapter. It covers the study setting and design, sample size and population, research instruments, data collection methods, and statistical analysis.

Locale of the Study

The twenty-four (24) central schools in Laguna's Schools Division and the Office of School Governance and Operations' Youth Formation Division were chosen by the researcher. Based on the Youth Formation Programs, Projects, and Activities (PPAs), the researcher wanted to develop a contextualized model of student empowerment for the Supreme Pupil Government. The contextualized pupil empowerment concept is important for the SDO-Laguna because it may be a tool for enhancing the leadership abilities of the SPG officers and for improving leadership performance.

Respondents

The researcher intended to design a contextualized pupil empowerment model for the Supreme Pupil Government based on the Youth Formation Programs, Projects, and Activities (PPAs). The researcher selected all three (3) Youth Formation Coordinators of the School Division Office of Laguna, 24 school heads of the central schools in each sub-offices, 24 SPG teacher-advisers, and 168 SPG officers. They were chosen through criterion sampling. It considered for the youth formation coordinators if they are project development officers (PDO I) in the schools division office of Laguna under the 'School

Governance and Operations Division (SGOD)'. For the school-heads, teacher-advisers, and SPG officers, they were selected if they are in the public central school in each sub-office of the SDO Laguna. The data served as a baseline for the development of the contextualized pupil empowerment model.

Research Design

Since quantitative data were gathered before the qualitative data in this study, a sequential explanatory mixed method research design was adopted (George, 2021). It entailed acquiring data for single research and then assessing it in two stages, first quantitatively and then qualitatively. One or more of the issues with the study's data collection and analysis procedures is the order in which the data were collected and analyzed, the significance or weight given to the quantitative and qualitative data collection and analysis, and the stage(s) in the research process at which the quantitative and qualitative data were connected and the results were integrated. In addition to a methodical analysis of those subjects, the article offers some helpful guidance for addressing the issues of priority, implementation, and mixing in the sequential explanatory design.

In quantitative data, correlational research design was employed. The performance rating of the youth formation coordinators, school heads, teacher-adviser, and SPG officers was identified first. Then the level of implementation of the Youth Formation PPAs was determined. Afterwards, the significant relationship between the performance rating of Youth Formation coordinators, school heads, teacher-advisers, and SPG officers and the level of implementation of the Youth Formation Programs, Projects, and Activities (PPAs) was determined.

On the other hand, phenomenological research design was employed in gathering qualitative data. It investigated phenomenon that describes and interprets organizational events of the Supreme Pupil Government as perceived by the youth formation coordinators, school heads, teacher-adviser, and SPG officers. The evaluation and analysis of the data gathered based on the target variables was utilized to serve as the basis for the development of the contextualized pupil empowerment model for the Supreme Pupil Government. It utilized the CIPP Model (Context, Input, Process, Product) of Stufflebeam.

In context phase, it discussed the knowledge and awareness of the respondents to the PPAs including the 'DepEd vision, mission, and core values', beneficiaries, needs, and problems. In the input phase, the extent of implementation of PPAs was tackled including the stakeholders, strategies, and resource management particularly the funds. In the process phase, the development, monitoring and evaluation mechanisms, procedural barriers and how to overcome those barriers in the implementation of PPAs will confer about it. In the product phase, the impacts, and benefits of the implemented PPAs were identified. Using validated semi-structured interview guide, the right data was obtained from respondents' responses during the focus group discussion.

As this study sought to create a contextualized model of student empowerment for the Supreme Pupil Government of the Schools Division of Laguna, the mixed methodology was appropriate for the task at hand.

Research Instrument

To perform the study, several research tools were created, implemented, as well as verified. These were questionnaires and semi-structured interview guides. These supported the attainment of the research objectives.

a. Questionnaires

In the quantitative phase, a standardized monitoring and evaluation tool from the Department of Education was adopted and modified. It was divided into two parts. The first one is a Likert Scale regarding the performance rating of the youth formation coordinators, school heads, and teacher-advisers. Their ‘Individual Performance Rating and Commitment Form (IPCRF)’ for the school year 2021-2022 served as the basis of their answers. However, the SPG officers were provided a questionnaire about their learning progress and achievement and observable behavior based on the second quarter of the school year 2022-2023.

The second part was a Likert scale which determined implementation level of programs, projects, and activities (PPAs). Through rating scale, questionnaires were based on the Impact of PPAs, Teamwork on implementing PPAs, Creativity and Innovation of the PPAs, and Effective use of Resources. It is based on DepEd OUA Memo 00-00321-0042 commonly known as ‘Gawad Siklab: Search for Outstanding Program Implementers, School Heads, Student Leaders, Teacher-Advisers, and Regional and Division Youth Formation Coordinators’. A scale was provided to enable the respondents to check their answers based on the PPAs implementation and accomplishments. The options of scale were strongly agreed, agree, disagree, and strongly disagree.

b. Semi-Structured Interview Guide

The semi-structured interview guide was created during the qualitative phase to analyze and assess the Youth Formation Programs, Projects, and Activities (PPAs). It followed the CIPP (Context, Input, Process, Product) Evaluation model

of Stufflebeam. In context phase, it discussed the knowledge and awareness of the respondents to the PPAs including the DepEd vision, mission, and core values, beneficiaries, needs, and problems. In the input phase, the extent of implementation of the PPAs was tackled including the stakeholders, strategies, and resource management particularly funds. In the process phase, the development, monitoring and evaluation mechanisms, procedural barriers and how to overcome those barriers in the implementation of PPAs will confer about it. In the product phase, the impacts and benefits of the implemented PPAs will be identified.

Following the CIPP Evaluation Model, a semi-structured interview guide was designed. To identify the data needed in the research, pre-interview with Supreme Pupil Government teacher-advisers and officers was conducted. Then, a semi-structured interview guide was designed based on the responses. Master teachers, Youth Formation Coordinators from various school divisions, and Student Council advisers from Southern Luzon State University were all presented with the interview guide in order to assess its authenticity. Their suggestions were taken for the improvement of semi-structured interview guide. To determine the reliability of the interview guide, it was pilot tested in San Buenaventura Elementary School, Luisiana, Laguna. The interview guide was administered through focus group discussion with the respondents to discuss the PPAs based on the evaluation of Youth Formation coordinators, school heads, teacher-advisers, and SPG officers.

Data Gathering Procedures

For the validation, pilot testing, and execution of the study, approval from the Public Schools District Supervisor of the Luisiana Sub-office was obtained. The researcher

also asked for access to the records of the SPG officers, school heads, teacher-advisers, and coordinators of youth formation. As part of the ethical consideration, it took the confidentiality of the data collected into account.

A permit to carry out the study with the School Division Superintendent of SDO Laguna was obtained following validation and pilot testing. To ensure the participants' desire to participate in the study, an informed consent form was provided and completed by them.

The research's field try-out and pilot testing were carried out at San Buenaventura Elementary School in Luisiana Laguna. It was done with the principal's and the Public Schools District Supervisor's approval.

First, the quantitative data was gathered. The participants were handed a survey questionnaire. Following the data collection, a substantial association was found to link the participants' performance ratings to the extent of Youth Formation PPAs' implementation.

The qualitative data were acquired for analysis after the quantitative data were collected. Each participant received a coding assignment. Their responses were categorized based on how similar they were. The topics and subthemes for the evaluation of the Youth Formation Programs, Projects, and Activities (PPAs) were developed based on the codes. A contextualized model of student empowerment was developed based on the analysis of relationships between the quantitative and qualitative data.

Statistical Treatment

To determine the average of the performance of the Youth Formation coordinators, school heads, teacher-adviser, and SPG officers, weighted mean was used.

To interpret the performance rating of the teacher advisers, school heads, and Project Development Officer, the researcher used a scale based on the DepEd Order No. 2 s. 2015 also known as, “Guidelines on the Establishment and Implementation of the Results-based Performance and Management System (RPMS) in the Department of Education.”

SCALE	RANGE	INTERPRETATION
5	4.500 - 5.000	Outstanding
4	3.500 - 4.499	Very Satisfactory
3	2.500 - 3.499	Satisfactory
2	1.500 - 2.499	Unsatisfactory
1	Below 1.499	Poor

To interpret the performance rating of the SPG officers in terms of their progress and achievement, a scale will be used based on the DepEd Order No. 8 s. 2015 also known as, “Policy Guidelines on Classroom Assessment for K to 12 Basic Education Program.”

SCALE	RANGE	INTERPRETATION
5	90 - 100	Outstanding
4	85 - 89	Very Satisfactory
3	80 - 84	Satisfactory
2	75 - 79	Fairly satisfactory
1	Below 75	Did Not Meet Expectations

Additionally, to measure the observable behavior of the SPG officers, a rating scale was used based on the DepEd Order No. 8 s. 2015 also known as, “Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program.”

SCALE	INTERPRETATION
5	Always Observed
4	Often Observed
3	Sometimes Observed
2	Rarely Observed
1	Never Observed

To interpret the level of implementation of Youth Formation Programs, Projects, and Activities, the following scale was used.

SCALE	RANGE	INTERPRETATION
5	4.500 - 5.000	Implemented to a Very Great Extent
4	3.500 - 4.499	Implemented to a Great Extent
3	2.500 - 3.499	Implemented to a Moderate Extent
2	1.500 - 2.499	Implemented to a Low Extent
1	Below 1.499	Implemented to a Very Low Extent

To determine the significant relationship between the performance rating and level of implementation of the respondents, Pearson-R and Spearman Rho Correlation were used depending on the number of participants per group.

Two often used statistical tools for assessing the link between variables are the Pearson and Spearman correlation coefficients. When comparing performance rating of the respondent and level of implementation of PPAs, the Spearman correlation coefficient measures monotony whereas the Pearson correlation coefficient measures linearity.

Chapter IV

RESULTS AND DISCUSSIONS

The presentation and discussion of the acquired data are the topics of this chapter. The researcher's analysis and interpretation. The results are broken down into three (3) categories: mixed, quantitative, and qualitative. Cross-referencing is used to create a relevant conversation where the main goal is to either support or refute the conclusions.

The quantitative phase addresses the performance level of the Youth Formation Coordinators, school head, teacher-advisers, and SPG officers based on their respective key result areas. Additionally, it displayed the extent to which the Youth Formation Programs, Projects, and Activities (PPAs) were being carried out. Statistics were used to solve the data.

Table 1.1 Performance Rating of the Youth Formation Coordinators

Key Result Areas	Mean	Interpretation
a. Program Management and Implementation for Youth Formation	5.0	Outstanding
b. Capacity Building	3.22	Satisfactory
c. Monitoring and Evaluation	4.78	Outstanding
d. Partnership and Linkages	4.11	Very Satisfactory
e. Plus Factor	4.33	Very Satisfactory
TOTAL	4.28	Very Satisfactory

With a weighted mean of 4.28, the Youth formation Coordinators (YFC) scored Very Satisfactory in their overall performance rating. The YFC scored Outstanding in the category of Program Management and Implementation for Youth Formation with a

weighted mean of 5.0. They also scored Outstanding in Monitoring and Evaluation with a weighted mean of 4.78. The rest are Very Satisfactory.

The Project Development Officers (PDOs) assigned to each division, known as Youth Formation Coordinators, carry out routine monitoring and ensure that the additional standards are applied consistently. It must, in particular, (1) launch a division-wide campaign to raise awareness and promote a fair and clean synchronized SG election process, (2) document and address anticipated and unforeseen challenges with SG organization and election in schools, (3) highlight local crises that SG from different schools may be able to help resolve, (4) create merit systems that respect and recognize the division's various SGs' best practices, and (5) implement these acknowledgements.

Table 1.2 Performance Rating of the School Heads

Key Result Areas	Mean	Interpretation
a. School leadership, Management and Operation	4.7	Outstanding
b. Instructional Leadership	4.4	Very Satisfactory
c. Learning Environment in the New Normal	4.67	Outstanding
d. Human Resource Management and Development	4.53	Outstanding
e. Parents' Involvement and Community Partnership	4.44	Very Satisfactory
f. Plus Factor	4.42	Very Satisfactory
TOTAL	4.53	Outstanding

With a weighted mean of 4.53, the school heads scored Outstanding in their overall performance rating. Three categories are scored Outstanding namely: School Leadership, Management and Operation with a weighted mean of 4.7; Learning Environment in the New Normal with a weighted mean of 4.67; and Human Resource Management and

Development with a weighted mean of 4.53. However, the other three categories scored Very Satisfactory namely: Instructional Leadership with a weighted mean of 4.40; Parents' Involvement and Community Partnership with a weighted mean of 4.44; and Plus Factor with a weighted mean of 4.42.

The Project Development Officers (PDOs) assigned to each division, known as Youth Formation Coordinators, carry out routine monitoring and ensure that the additional standards are applied consistently. It must, in particular, (1) launch a division-wide campaign to raise awareness and promote a fair and clean synchronized SG election process, (2) document and address anticipated and unforeseen challenges with SG organization and election in schools, (3) highlight local crises that SG from different schools may be able to help resolve, (4) create merit systems that respect and recognize the division's best practices from diverse SGs, and (5) implement these acknowledgements.

The government's mission of providing high-quality basic education is achieved in large part thanks to the important role that school heads play in the country's educational system. According to 'Republic Act No. 9155', commonly known as the 'Governance of Basic Education Act of 2001', a school head is a person in charge of overseeing the academic curriculum and operational school aspects. Additionally, school administrators oversee student care while enhancing the performance and wellbeing of their organizations. To do this, they must manage systems and procedures in schools, promote high standards of instruction, care for others as well as themselves, and include stakeholders in initiatives that will enhance school environments.

With a weighted mean of 4.52, the teacher-advisers scored Outstanding in their overall Performance rating. Three (3) categories are scored Outstanding namely: Content

Knowledge and Pedagogy with a weighted mean of 4.62; Learning Environment with a weighted mean of 4.72; and the Plus Factor with a weighted mean of 4.63. The rest are Very Satisfactory.

Table 1.3 Performance Rating of the Teacher-Advisers

Key Result Areas	Mean	Interpretation
a. 'Content Knowledge and Pedagogy'	4.62	Outstanding
b. 'Learning Environment'	4.72	Outstanding
c. 'Diversity of Learner, Curriculum, and Planning & Assessment and Reporting'	4.38	Very Satisfactory
d. 'Community Linkages and Professional Engagement & Personal Growth and Professional Development'	4.26	Very Satisfactory
e. Plus Factor	4.63	Outstanding
TOTAL	4.52	Outstanding

SPG Teacher-Advisers provide role models for leadership and governance within the Student Government. He or she is primarily responsible for the following: (1) monitoring and evaluating all leadership practices and internal and external SG processes; and (2) promoting good governance and transparency; (3) ensuring the academic success and social and emotional wellbeing of SG officers; (4) having one-on-one meetings with each SG officer to get input on how well they are performing as officers and/or how the SG as a whole is doing; and (5) advocating.

With a weighted mean of 4.74, the SPG scored Outstanding in Learning Progress and Achievement. In terms of Learners Observable Behavior along with being Maka-Diyos, Makatao, Makakalikasan, and Makabansa, the SPG scored Always Observed with a weighted mean of 4.80.

Table 1.4 Performance Rating of the Supreme Pupil Government Officers

Key Result Areas	Mean	Interpretation
a. Learning Progress and Achievement	4.74	Outstanding
b. Learners Observable Behavior	4.80	Always Observed

A group in charge of managing schools is called the Supreme Pupil Government. The need for students to have strategies for maintaining harmonious relationships was dominant in its construction (Alviento, 2015). In his research, he also concluded that the Student Government is fulfilling its responsibility to inform its supporters of their political rights. To learn enough to become a good leader, you must attend leadership training courses.

The Supreme Student Government exercises any authority granted by the student body. It will reflect the student body in the most democratic, impartial, and cohesive way possible. Its fundamental principles include effectiveness in serving the student body, cooperation, unity, accountability, and responsible servant leadership. Built on solid moral values and excellent character, it will be a pioneer in defending students' rights and welfare and the pinnacle of academic brilliance (DepEd Order No. 47 s. 2014).

With a weighted mean of 3.62, all the respondents scored Implemented to a Great Extent in their overall Level of Implementation. All the categories are Implemented to a Great Extent except for Effective use of Resources with a weighted mean of 3.22, Implemented to a Moderate Extent.

The Gawad Siklab, which aims to kindle student leaders' burning enthusiasm for serving the school through student government, was introduced by the Department of Education under “Bureau of Learner Support Services (BLSS) - Youth Formation Division

(YFD)”. It inspired students, teachers, school administrators, and other Department of Education stakeholders to take part in nation-building (DepEd Memorandum No. 187 s. 2017).

Table 2.1 Overall Rating on Level of Implementation

	Weighted Mean	Interpretation
a. Impact of PPAs	3.65	Implemented to a Great Extent
b. Teamwork on Implementing PPAs	3.96	Implemented to a Great Extent
c. Creativity and Innovation of the PPAs	3.63	Implemented to a Great Extent
d. Effective Use of Resources	3.22	Implemented to a Moderate Extent
TOTAL	3.62	Implemented to a Great Extent

Additionally, it aims to honor, reward, and inspire student leaders, teachers, and school administrators throughout all public schools in the nation with initiatives, projects, and performances that benefit their institutions and neighborhoods. It honors the student government initiatives that made a difference and dealt with problems and difficulties in their school or community. It motivates and empowers student leaders and teacher advisors in all public schools around the nation to execute and create initiatives that benefit their campuses and neighborhoods. By celebrating the collective rather than a single person, it also recognizes and respects the concept of solidarity.

The table shows the level of implementation of programs, projects, and activities based on the impact. The first statement deals with addressing the problem of the school

and community. According to Youth Formation Coordinators, the PPAs are implemented to a very great extent with weighted mean of 4.67. However, the school heads, teacher-advisers, and SPG officers implemented the PPAs to a great extent with the weighted mean of 3.96, 3.96, and 3.98 respectively. This indicates that the SPG was able to recognize a particular issue facing the school and solve it by offering a solution, such as a seminar, orientation, trainings, or another activity.

Table 2.2 Level of Implementation based on the Impact of the Programs, Projects, and Activities

	Youth Formation Coordinators		School Heads		Teacher-Advisers		SPG Officers	
	Weighted Mean	Interpretation	Weighted Mean	Interpretation	Weighted Mean	Interpretation	Weighted Mean	Interpretation
Addresses the problem of the school/ community	4.67	Implemented to a Very Great Extent	3.96	Implemented to a Great Extent	3.96	Implemented to a Great Extent	3.98	Implemented to a Great Extent
Frequency of the Project Implementation	4.00	Implemented to a Great Extent	3.50	Implemented to a Great Extent	3.67	Implemented to a Great Extent	4.01	Implemented to a Great Extent
Level of Impact	5.00	Implemented to a Very Great Extent	2.38	Implemented to a Low Extent	2.33	Implemented to a Low Extent	2.43	Implemented to a Low Extent

The frequency of PPA implementation is the subject of the second statement. With a weighted mean of 4.00, 3.50, 3.67, and 4.01 respectively, all the youth formation coordinators, school heads, teacher-advisers, and SPG officers adopted it to a large extent. This suggests that the majority of PPAs are carried out on a weekly basis.

The third claim demonstrates the extent of the PPAs' impact. With a weighted mean of 5.0, the youth formation coordinators adopted PPAs to a very great extent, indicating that the effect level reached the regional and divisional levels. The weighted mean for the effects of the school heads, teacher advisers, and SPG officers on the PPAs was 2.38, 2.33, and 2.43, respectively. It suggests that only school-level effects are possible.

It supported the claim on the study of Badewi (2016), Project management (PM) and benefits management (BM) are two interconnected strategies for making projects successful. However, there is currently a paucity of empirical support for the benefits of BM practices in the literature. In light of the influence of PM practices on project success, it is intended to examine the effect of BM practices on investments in projects. SEM was selected since the findings, based on 200 valid replies, indicate that a sizable fraction of organizations adopts PM and BM simultaneously. It was shown that PM approaches not only impacted project management performance but also impacted project investment success. However, it is discovered that BM is less important and has less of an influence on the success of project investment. However, there is a greater chance that the initiative will succeed.

Table 2.3 Level of Implementation based on Teamwork on Implementing Programs, Projects, and Activities (PPAs)

	Youth Formation Coordinators		School Heads		Teacher-Advisers		SPG Officers	
	Weighted Mean	Interpretation	Weighted Mean	Interpretation	Weighted Mean	Interpretation	Weighted Mean	Interpretation
Engaged Stakeholders	4.67	Implemented to a Very Great Extent	3.54	Implemented to a Great Extent	3.59	Implemented to a Great Extent	3.70	Implemented to a Great Extent
Involvement of the School	5.00	Implemented to a Very Great Extent	3.71	Implemented to a Great Extent	3.71	Implemented to a Great Extent	4.31	Implemented to a Great Extent

Based on the effectiveness of the teamwork, the table displays the PPAs' level of implementation. The engagement of the stakeholders is the subject of the first statement. With a weighted mean of 4.67, youth formation coordinators create collaborations to a very great extent. They were successful in including parents, barangay/community members, teachers, administrators, students, and other outside stakeholders in PPA implementation. To implement PPAs, however, the school heads, teacher advisers, and SPG officers needed the support of the learners, teachers, administrators, parents, and the barangay/community.

The weighted means of 3.54, 3.59, and 3.70 respectively indicated it which implies that it is implemented to a great extent.

The school's engagement is discussed in the second statement. The PPAs are planned and carried out with the help of the school administration, teachers, and students by the youth formation coordinators. With a weighted mean of 5.00, it is implemented to a great extent. However, administrators, teachers, and students are only included in the development and execution of PPAs by the school heads, teacher-advisers, and SPG officers. With the weighted means of 3.71, 3.71, and 4.31, it is thus greatly implemented.

Working as a team is coming together to accomplish a common goal or set of goals. The fundamental requirement for an organization to operate is teamwork. Additionally, each firm includes divisions of various teams to carry out responsibilities, which overall saves time to a greater level. Employees may learn from each other's achievements and failures while supporting one another when they work as a team. Additionally, teamwork makes it possible for workers to share knowledge without taking unnecessary risks (Arias, 2020).

The table on the next page displays the PPAs' level of creativity and innovation-based execution. PPAs are implemented to a great extent, according to the youth formation coordinators and SPG officers, with weighted means of 4.0 and 3.54, respectively. This indicates that while the PPAs' concepts were new and original, they adhered closely to the SPG's mandated PPAs. On the other hand, with a weighted mean of 3.42 and 3.33, the school heads and teacher-advisers somewhat adopted it. It suggests that the PPAs were distinctive even if they were patterned after or partially adapted from those required by DepEd for the SPG or other organizations.

Table 2.4 Level of Implementation based on Creativity and Innovation of Programs, Projects, and Activities (PPAs)

	Youth Formation Coordinators		School Heads		Teacher-Advisers		SPG Officers	
	Weighted Mean	Interpretation	Weighted Mean	Interpretation	Weighted Mean	Interpretation	Weighted Mean	Interpretation
Uniqueness of the Project	4.0	Implemented to a Great Extent	3.42	Implemented to a Moderate Extent	3.33	Implemented to a Moderate Extent	3.54	Implemented to a Great Extent
Introduction of Innovative Solutions	4.33	Implemented to a Great Extent	3.25	Implemented to a Moderate Extent	3.29	Implemented to a Moderate Extent	3.87	Implemented to a Great Extent

The introduction of innovative solutions is the subject of the next statement. It is applied to a great extent according to the youth formation coordinators and SPG officers, with weighted means of 4.33 and 3.87, respectively. This indicates that they presented novel solutions to the issue. With a weighted mean of 3.25 and 3.29, respectively, the school heads and teacher-advisers applied it to a moderate extent. It means that, although being fairly common to other companies, the problem's novel solution was provided.

The article of Cantarelli (2022) looked at creativity in megaprojects and how project complexity affects innovation. As a way to handle complexity and enhance megaproject delivery, innovation is becoming more prevalent in megaprojects. Megaproject management literature hasn't done a good job of examining the relationship between innovation and project complexity up to this point. The report critically assesses the aspects of innovation and their relationship to project complexity based on a cross-case analysis of two megaprojects. Interactions between innovation aspects are also revealed. The effect of innovation on project performance is thought to be influenced by a contingency element known as project complexity. Evaluation of innovation adoption in relation to complexity reduction and better innovation integration in the megaproject planning are two policy proposals.

Table 2.4 Level of Implementation based on Effective Use of Resources

	Youth Formation Coordinators		School Heads		Teacher-Advisers		SPG Officers	
	Weighted Mean	Interpretation	Weighted Mean	Interpretation	Weighted Mean	Interpretation	Weighted Mean	Interpretation
Partnership with other organizations	4.33	Implemented to a Great Extent	2.46	Implemented to a Low Extent	2.42	Implemented to a Low Extent	2.73	Implemented to a Moderate Extent
Accountability and Transparency	4.0	Implemented to a Great Extent	3.13	Implemented to a Moderate Extent	3.13	Implemented to a Moderate Extent	3.57	Implemented to a Great Extent

The table shows the level of implementation of PPAs based on the effective use of resources. The first statement deals with partnership with other organizations. Based on the youth formation coordinators, it is implemented to a great extent with weighted mean of 4.33. This implies that they were able to partner with regional or division offices for the PPAs implemented. The SPG officers implemented to a moderate extent with weighted mean of 2.73 meaning that they were able to partner with private organizations for the PPAs implementation. The school heads and teacher-advisers implemented to a low extent weighted mean of 2.46 and 2.42 which means that they were able to partner with the barangay official for the PPAs implementation.

Accountability and transparency are the next statement that deals with the effective use of resources. The youth formation coordinators and SPG officers implemented it to a great extent with the weighted mean of 4.0 and 3.57 respectively. This only means that they provided or submitted disbursement and liquidation reports to stakeholders, SPG officers, teachers, and school heads. On the other hand, the school head and teacher-advisers implemented it to a moderate extent with the weighted mean of 3.13. Thus, they provide or submit disbursement and liquidation reports to SPG officers, advisers, and school head only.

According to the results of the study Mwai et. al. (2018), organizational resources have a favorable and significant impact on achieving organizational effectiveness. This study proved that fundraising activities have a beneficial impact on an organization's ability to function effectively. A novel discovery was that employee empowerment has a detrimental effect on productivity; while this may be corrected with affirmative action rules and significant effort, it may not always result in the highest productivity of organizational resources. The way resources are allocated has beneficial impact on how well organization can achieve its goals and organizational strategy. The study concludes that the staff empowerment, fund-raising initiatives, and how money are allocated do not significantly affect the achievement of the two organizational effectiveness parameters—goals—or stakeholders. Process efficiency is the crucial and profoundly important organization effectiveness component impacted by resources.

The qualitative part discusses the themes and subthemes based on the extent of implementation of Youth Formation Programs, Projects, and Activities (PPAs) of the Supreme Pupil Government in the School Division of Laguna. It is anchored on Stufflebeam's CIPP Model of Evaluation. A semi-structured interview guide was used to conduct focus group discussions. Then, deductive coding and theming were carried out.

Theme 1. Context

According to Stufflebeam (2002b), context evaluation is the appraisal of the needs, issues, opportunities, and issues that can be handled in a certain location. According to Asadi et al. (2016), another reason why many academics emphasize the use of context assessment in evaluation is the fact that it resolves important issues. The primary objective

of the system is to offer students a high-quality education by integrating them in well-organized learning activities, according to the document analysis used in this study to evaluate the context. 2018's (Aziz et al.).

Subtheme 1. Vision, Mission, and Core Values

This section describes the awareness of the Supreme Pupil Government teacher-advisers and officers on the Department of Education's Vision, Mission, and Core Values. The Youth Formation Programs, Projects, and Activities (PPAs) should be anchored on it as it is set as the steps on what is expected to all the learners. Most of the participants are aware of the 'DepEd's Vision, Mission, and Core Values.' They are also able to identify the Core Values which anchored the implementation of the PPAs. The first core value is being Maka-Diyos and most of the SPG officers can demonstrate it through praying. A participant said:

*"Sa Maka-Diyos po ay pagdarasal po." (SPG 155)
(In being Godly is by praying.)*

Being Maka-Diyos involves a concentration on God as part of an activity or discipline. The traits of character and behavior that we often associate with godliness spring from this Godward mindset. So frequently, individuals grow in Christian behavior and character but neglect to cultivate a God-centered devotion. Without spending time getting to know him and building a connection, they strive to appease God (Mustapha, 2014). Despite the heterogeneous makeup of the school community, the Department of Education acknowledges the exceptional PPAs as Maka-Diyos who foster a culture of peace, respect, and love (DepEd Memorandum No. 187 s.2017).

To demonstrate being Makatao, SPG officers render their service to their co-learners and school and showing appropriate behavior to others since they are viewed as role models. A SPG officer mentioned that:

Yung service po sa SPG, hindi man po madali, iniisip lang po naming ang kapakanan ng kapwa namin mag-aaral na batang central dahil hindi po naming iniisip 'yung sarili namin. Basta po para sa kanila, kung saan man po sila masaya na in a positive way, tinutulungan po namin sila. (SPG 65)

(The service as SPG is not easy. We only think of the welfare of our col-learners because we are selfless. Just for them, wherever they are happy, we extend our help to them.)

According to Gandhi, who was quoted by Arsenault (2016), "the greatness of humanity is not in human being, but in being humane." To be great, one must treat others with respect and kindness. By bridging the gaps that separate people, one may acknowledge that without equality for everyone, no one's rights are secure. To be honest, we might never fully complete this assignment because it is not simple. The Department of Education recognizes the outstanding PPAs that address human development, health, and well-being of the school community, as mentioned in DepEd Memorandum No. 187 s.2017. However, our constant strides toward this ultimate end will only seek to advance this nation and the world in our shared pursuit of "greatness."

However, in Makakalikasan, SPG officers show their awareness in caring for the environment by taking some action. It was mentioned by a SPG officer that:

Sa Makakalikasan po, inaalagaan po yung nature, naglilinis po at hindi nagsisiga, pagpupulot po ng mga basura, at pagtatapon ng basura sa tamang lagayan. (SPG 121)

(In being eco-friendly, we took care of our nature, we cleaned and didn't burn garbage, we picked up trash and put it in the proper bins.)

The Department of Education, in line with one of its guiding principles, Makakalikasan, enhances and reinforces the integration of environmental education in the primary and secondary curricula, according to Lacson (2019). DepEd's

environmental initiatives aim to keep learners concerned about the environment and motivated to act. Additionally, it aims to increase students' respect for and love of their nation's environment and give them the confidence to take part in its preservation. According to DepEd Memorandum No. 187 s.2017, PPAs under Makakalikasan are recognized by DepEd if they support environmental protection, conservation, and prevention, disaster risk management, adaptation to climate change, and disaster prevention, rescue efforts, and rehabilitations.

Lastly, the SPG officers show their being Makabansa by respecting the national symbols and attending flag ceremony. It was stated by a SPG officer that:

Maipapakita po ang pagiging Makabansa sa pagpa-flag ceremony po at pagbibigay galang sa pambansang sagisag. (SPG 8)
(We are patriotic by attending flag ceremonies and giving respect to the national symbols.)

Hawa (2018) argues that Makabansa should be understood as a duty to one's community and one's country, as one of the most powerful forces advancing justice and progress in a time marked by increasing polarization, and as a tool for empowering both immigrants and refugees by fostering a more inclusive definition of citizenship. To love your nation is to desire improvement for it. An educated citizen cannot and will not tolerate the erasure of history or the indifference of the present, which is what it means to really love a nation. Many opponents of the idea of patriotism see their main manipulators. DepEd recognizes PPAs under Makabansa if they advance Filipino culture and ideals of nationalism, patriotism, and voluntarism, and

The 'Department of Education's Vision, Mission, and Core Values' are contained in one document, according to Luistro, who was cited by Diola (2014), and should be read in its whole to fully understand it. It is intended to infiltrate and have an impact on how

students act and approach difficult problems. It is intended to contribute to both societal dialogue and individual growth.

Subtheme 2: Objectives of Supreme Pupil Government

The Supreme Pupil Government is the body that oversees schools. Its development is dominated by the need for students to have strategies for maintaining harmonious relationships (Alviento, 2015). Additionally, he concluded in his research that the Student Government is fulfilling its obligation to inform its supporters of their political rights.

Children that have a growth mentality, according to Cahill, see obstacles as opportunities to develop and learn. Despite beginning at the same level as those with fixed attitudes, they learn and perform better (Strathmann, 2020). Most SPG representatives said that one of the group's objectives is to inspire students to pursue excellence in their leadership, academic, and social responsibility initiatives. One SPG officer stated that:

Para po maimprove, ma-practice po yung leadership na alam po nating mag-iimprove balang araw. Practice na rin po ang SPG sa leadership. At tsaka po para hindi lamang teachers kagaya po ng sinabi n'ya. Hindi po teachers, kasi mas maiigi kung maraming ulo kaysa sa isa. (SPG 65)

To improve and practice our leadership that we know to be improved in the days to come. It is the SPG to practice leadership. It is not only the teachers who depend on because many heads are better than one.

Instead of "fixing" kids or giving them what they lack, learning must be driven in large part by nurturing their intrinsic motivations and learning tendencies (Mart, 2013). The Supreme Student Government should assist in creating a new, secure, and inspiring learning environment for students. It is noted that SPG should aim to:

*Para po tumulong sa kalinisan at kaligtasan ng mga batang nadito sa paaralan. (SPG 30).
(To help in maintaining the cleanliness and safety of all the learners inside the school.)*

Additionally, the Supreme Student Government promotes a friendly, charitable, gender-sensitive, and ecologically conscious society. The Youth Formation Division lists

providing youth-serving units and organizations with the flexible, learner-centered, youth-oriented policies, standards, guidelines, programs, and projects as one of SPG's objectives. These will support the holistic development of learners who are 'value-driven, career-oriented, culturally rooted, and socially responsible.' Thus, it is mentioned by a SPG officer that:

Para po makatulong sa mga teachers and para din po marepresent yung school. (SPG 1)
(To help the teachers and to represent the school.)

Magna Carta for Students was suggested in House Bill 2870 of the 16th Congress (2013). It said that for students to participate actively and effectively in democratic processes that have an effect on social growth and development, their rights should be fostered and safeguarded. As a result, one of the SPG's goals is to be represented in organizations that make policy. It is highlighted that:

Gagawa kayo ng proyekto sila yung magiging gabay niyo para paunladin pa natin ang paaralan. (TA 11)
(We should make a project that can be our guide to improve our school.)

Due to the learners' tendency to mimic their actions, SPG officers are also obliged to exhibit acceptable conduct. They must serve as role models. When students presented their work and made comments on the process as a group, Provenzano (2018) noted that a few things were clear. When the ideal circumstances are present, the instructor encourages students to step outside of their comfort zones since this is when great, beautiful learning takes place. One SPG mentioned that the objective is:

Para maging model po sya ng paaralan. (SPG 51)
(To be a model in the school.)

They should advocate for the wellbeing of the students since they represent the school. According to the Education Act of 1982, it is official government policy to foster a sense of purpose and collaboration both within the between the educational community and other elements of society. It promotes and safeguards students' interests by outlining their rights and obligations, offering them privileges, and fostering the growth of strong relationships between them and other members of the school community. It is mentioned that:

Para po mapangalagaan, maprotektahan ang mga bata. (SPG 44)
(To promote and protect all the learners.)

As mandated by DepEd Order 27 s. 2014, the student body shall have the authority to direct Student Government. It is the most democratic, autonomous, and comprehensive representation of the student body. It upholds and adheres to the mission statement of the Department of Education, which includes protecting the rights of Filipinos to a quality, equitable, culturally based, complete basic education as they learn in a friendly, gender-sensitive, safe, and motivating environment.

Subtheme 3: Mandated Programs, Projects, and Activities

DepEd Order 49 s.2011 listed down the mandated Programs, Projects, and Activities (PPAs) of Supreme Student Government. These are as follows (1) coordinating student and volunteer involvement in the annual Brigada Eskwela, (2) taking the lead in and taking part in National Greening Program (NGP) and other environmental initiatives, (3) organizing events and raising awareness to persuade parents to enroll their five-year-old kids in kindergarten, (4) organizing a book and toy drive and collecting other school supplies to be donated to kindergarten-level institutions, (5) implement measures to prevent

Student At Risk of Dropping Out (SARDO), (6) execute English Speaking Campaigns, and Reading Tutorial Services, (7) assisting in making the school a smoke-free and tobacco-free environment, (8) Leading students in organizing the Teacher's Day celebration, (9) encouraging and facilitating students' engagement in approved extracurricular clubs, organizations, and activities.

It becomes clear that the SPG in the SDO Laguna does not carry out all required programs, initiatives, and activities. In response to the inquiry concerning their familiarity with the required PPAs, the SPG's National Greening Program is its most widely used initiative. It is stated by a SPG officer that:

Yung pangongolekta po ng mga papel. Tsaka po yung pagrereplanting ng mga halaman. Cleaning po dito po sa school. Yun po, nagpulot po kami ng papel no'n para po mabawasan po yung kalat na papel. (SPG 125)

(Collecting papers, then replanting, cleaning the school surroundings, and picking papers (trash) to lessen the amount of garbage in school.)

Next to the PPAs conducted by most of the SPG officers in the division is the reading and tutorial session and the celebration of the teachers' day. Bennet and Gray (2019) noted that student activities constitute a significant component of the curriculum. The capacity to participate in any activity must be available to all qualifying pupils, regardless of their race, religion, nationality, handicap, or sex.

Activities that are typically approved by the principal and directly supervised by staff should support the educational goals of the school without interfering with the curriculum. Giving students a chance to engage in school life is one of the aims of student activities. Students strengthen their leadership skills, which aids in their transition into mature, well-rounded people. As a result of the activities, students will be more likely to interact with others who are different from them. Thus, there is a higher likelihood of encountering variety.

Subtheme 4. Needs Assessment

For making decisions, allocating resources, and ultimately attaining program objectives, needs assessments are particularly powerful tools. They may be applied in a variety of settings to provide insight into a wide range of topics, such as what programming initiatives should be put in place to improve breastfeeding rates at a hospital or to improve kindergarten readiness throughout an entire state. For programs to be adequately adapted to the people and regions you serve, a requirements analysis must be performed from the project's commencement (O'Donnell, 2022).

They first determine the needs of the schools before implementing the PPAs of the Supreme Pupil Government. It is quite beneficial to solve the issues and difficulties that might be provided by the SPG. Based on the SPG's capabilities, they determined that the most pressing issue that has to be resolved and that the SPG can assist with is the learners' inappropriate behavior and environmental malpractice. As they questioned about the needs, one SPG officer answered that:

Madami po kasing basurang nakakalat.(SPG 149)
(It is because there is a lot of waste.)

Additionally,

Nagkakagulo po dun sa labas kasi dun po sila naglalaro. Tapos po meron pong nadidisgrasya (SPG 127)
(There is chaos outside because they are playing there. Then someone has an accident.)

Knowing students' interests will make it simpler to provide them with outstanding learning opportunities. If given the option to research subjects they are interested in, such as the environment, they will be more likely to engage in the learning process (Buchanan, 2022).

Theme 2. INPUT

The purpose of input evaluation is to provide decision-makers with information about the resources used to accomplish program objectives (Khawaja, 2001). Time, people, physical resources, infrastructure, curriculum, and content are all resources that may be used to gauge the quality of education at a certain institution (Aziz et al., 2018).

Subtheme 1. Stakeholders

Stakeholders are parties having an interest in a company and people whose lives are affected by its choices, either directly or indirectly. You may understand and accept various opinions and hence receive more real feedback on your performance by directly involving stakeholders. Along with these benefits, stakeholders also offer financial support, risk assessment and management, cost savings, and quicker, healthier decision-making (Melissa, 2022).

Most of the stakeholders who offer assistance in the execution of the Supreme Pupil Government's programs, projects, and activities (PPAs) are the instructors, students, and other school groups. Parents participate as external stakeholders to assist organizations.

Nakakatulong po sa implementation namin ang YES-O po, Classroom officers at ibang mag-aaral pati na rin po ang mga teachers (SPG 66).

(The ones who helped us in implementation are YES-O officers, classroom officers and learners and also the teachers.)

Additionally:

Yung pong bayanihan ng paaralan po naming. Mga magulang po naming dito ay nakakatulong (SPG 37)
(In the clean-up drive in the school, our parents helped.)

Subtheme 2. Funds

Finance is important because it gives us the information we need to manage resources wisely and decide where to spend and save money in order to meet the organization's short-, medium-, and long-term goals. It goes without saying that all endeavors need money to function. Whether you are running a service- or product-based firm, you will need cash if you want to make a profit. You may choose to fund your activity yourself, or you may require outside funding (Nixon, 2021). It is found out that most of the SPG do not have funds because they don't receive from various sources such as the school budget. It was mentioned by one SPG officer that:

Wala pong sapat na pondo yung paaralan para makapag bigay ng proyekto. (SPG 72)
(We do not have enough funds to implement a project in our school.)

To overcome shortage and unavailability of funds of Supreme Pupil Government, most of them conduct an income generating project to support the implementation of mandated programs, projects, and activities (PPAs). It is stated by a SPG officer that:

So far wala pa naman kaming fund. Collecting pa lang kami as income generating project naman siya. (SPG 86)
(So far, we don't have funds. We are currently collecting as an income generating project.)

Resource Dependence Theory (RDT), a 1978 publication by Pfeffer and Salancik. The dependence of organizations on other elements, such as outside information and physical and financial resources, has been demonstrated by this idea. According to Murage (2015), the RDT theory has resulted in a useful conceptual tool that illustrates how organizations respond to resource limitations. He made additional mention of the fact that resource scarcity determines the level of dependence and that acquiring resource makes an organization dependent on other organizations.

Subtheme 3. Development

Through the use of project management strategies, teams may overcome challenges, increase production, and achieve certain goals. A project management plan provides the framework for stronger cooperation, more productive work, and more successful projects. Effective projects may increase project profitability overall by saving time and money (Austin, 2022).

During the course of its assemblies and discussions, the Supreme Pupil Government develops well-designed plans. The planning team's members have given consideration to consensus. They thoughtfully provide a timeline for its execution. After that, they ask the appropriate authorities if the planned PPAs have been given the go-ahead to be put into effect. It is mentioned that:

Pinakikinggan po muna naming yung boses ng estudyante. Medyo nagkakainterviewhan po kung pwede po ba. Tatanungin po naming, “Ano yung suggestion mo for this month?” Then tsaka po lumalapit po kami sa mga teachers kung talagang approve po ba sa kanila o magkakaproblema. (SPG 70)

(We hear the voice of the students. We conduct an interview if it is allowed. Then we asked their suggestions. Afterwards, we seek the approval of the teachers in the instances that we face challenges.)

Theme 3. Process

The functioning of the program and the teaching-learning processes are the main concerns of process evaluation. During the implementation phase, inputs are effectively applied to accomplish product's stated aims, objectives, and goals. The assessor evaluates the processes to determine how school operates and which procedures oversee improving operations and sustaining educational quality. Decisions on implementation are being made currently (Patil & Kalekar, 2014). The school's operations include the systematic

methods, instructional activities, parent-teacher conferences, yearly events, co-curricular pursuits, and extracurricular interests.

Subtheme 1. Formulating Strategies

The act of carrying out your strategy is referred to as strategy implementation. Whether you are implementing a new marketing strategy to increase sales or adopting work management software to increase the efficiency, your plan is just as valuable as how effectively it is put into action. In this post, we'll talk about strategy implementation challenges and how to avoid them. To position oneself for success, look at many frameworks associated with this process (Asana, 2022).

The majority of PPAs were put into practice every day. They worked on improving the school's facilities via trash management and recycling. It is testified that:

Araw-araw po tuwing pagkatapos po ng recess, nagpupulot po kami ng kalat, nagwawalis po kami. (SPG 30)
(Everyday after recess time, we pick up pieces of trash and we sweep around the school.)

To encourage the learners to participate in their PPAs, they recognized the efforts exerted by the learners, teachers, and other stakeholders. It is mentioned by a respondents that:

Minsan po kasi, binabasehan po naming yung mga section po kung sino yung pinaka maraming bote ay may reward po kaming ibinibigay sa kanila (SPG 58)
(Sometimes, we base the section on the number of bottles they bring and we give the rewards.)

Subtheme 2. Monitoring and Evaluation

Monitoring and evaluation (M&E) is a component of project management. It is also a part of the project cycle, making it simpler to track the development of the project at any given time and providing justifications for any observed project state. These are what make up the monitoring and evaluation system's functional components. However, this is only

feasible because companies have considered M&E systems as donor requirements rather than management tools (Okafor, 2021). A well-developed monitoring and evaluation strategy, M&E skills, and M&E information management systems may all affect a project's performance.

They have used a variety of monitoring and evaluation methodologies to gauge the success of the SPG's deployed PPAs. Some people monitored and evaluated the programs, projects, and activities (PPAs) carried out at their individual schools using a tool like a checklist. According to one SPG,

*Meron kaming checklist as our monitoring [and evaluation] tool. (SPG 7)
We have a checklist as our monitoring [and evaluation] tool.*

Subtheme 3. Problems Identification and Overcoming Challenges

Members' productivity and retention might be impacted by organizational challenges, but there are ways to deal with them and enhance the group's performance. You may concentrate on developing capable leaders and helping members advance. You may resolve organizational challenges and build strong relationships with members by being aware of their usual causes (Austin, 2022).

Along with the operation of the programs, projects, and activities (PPAs) of the Supreme Pupil Government, they experience various problems. Most of the problems they have is being unruly of the learners and negligence. It is mentioned by a SPG officer that:

*Kasi po, napapansin po namin sa mga school dahil po, tuwing tanghali naglalaro. Halos lahat ng mga estudyante ay nakakalat po sa school. Tapos po, kapag pinagsasabihan sila, parang wala lang po sa kanila. (SPG 9)
(We observed in our school every lunchtime, most learners play. Most of them scattered in the school. When we approach them, they neglect it.)*

Additionally, most of the mandated programs, projects, and activities (PPAs) are not effectively implemented because of conflict of policies brought down by the Department of Education. The DepEd issued DepEd Order No. 34 s. 2022 which strictly prohibited most of the extra-curricular activities in the schools. Thus, it affects the implementation of the PPAs of the SPG. It is in connection to the “No Disruption of Classes Policy.” Because the pandemic has an impact on the students' learning standards, the DepEd seeks to not only get students back in the classroom, but also to put in place policies that will enhance learning recovery. According to a teacher-adviser:

Hindi po sir sila pinayagan kasi po “No Disruption of Classes po.” Kahit nung election, hindi rin sila nakapagdebate. (TA 23)
(They did not allow sir because of “No Disruption of Classes. Even during the election, they did not conduct a debate.)

The Supreme Pupil Government has repeatedly discussed the justification for the introduction of PPAs, reminded them of the implementation tactics, and warned them about the consequences of not doing so in order to address the issues of students being disruptive and careless. It is mentioned by a SPG officer that:

“Ineexplain po namin kung bakit namin ginagawa ‘yun?” (SPG 121)
“We explain why we do that.”

In connection to the conflict of the policies particularly the “No Disruption of Classes and Suspension of the Extra-curricular activities, the SPG practice their management of time and rescheduling some other mandated programs, projects, and activities.

“Pag minsan po ay binabago yung time.” (SPG 163)
“Sometimes, we rescheduled.”

A school-based specific environment scanning and the identification of internal and external factors are done in order to identify school-level priority improvement areas and

address the fundamental causes of difficulties. Precise strategic goals and targets are set in order to solve it, and appropriate solutions are created (DepEd Order No. 44 s. 2015).

Theme 4. PRODUCT

Subtheme 1. Benefits

You may create a road map for completing your project and prevent issues by putting a project plan into practice. Implementation planning, a step in the project management process, is when specific instructions are developed for completing projects. The primary purpose of this approach is to inform project team members of the precise actions and personal obligations required to meet the team's strategic goals (Asana, 2022).

The Supreme Pupil Government officers and teacher-advisers benefited personally in implementing their programs, projects, and activities. The first skill that they develop is social skills. It is mentioned by a SPG officer that:

“Noon po kasi as in wala akong kakilala. Pero nung naging SPG po ako, kaliwa’t kanan po ay tawag nang tawag.” (SPG 65)

(Before, I did not have acquaintances. When I become part of SPG, left and right, most of them called me)

Interpersonal or social skills are the ability to effectively communicate and interact with others. One of the most important skills that teens, as well as young children and youngsters, must learn is this one. As social skills serve as predictors of future success, the necessity to develop them in students develops (Sharna, 2019).

They also raise their awareness of the need to safeguard the environment. The school's hygiene and amenities are being improved by the SPG officers and teacher-advisers in a number of ways. It is stated by a SPG officer that:

“Marami po kaming natutunan sa kalikasan. Kailangan po nating panatilihin malinis ang ating kalikasan para po maiwasan ang sakit.(SPG 16)

(We learned a lot about the environment. We should maintain the cleanliness of the surroundings to prevent any diseases.)

Regardless of gender disparities, teachers may play a key role in educating their students about the environment if they have the necessary level of environmental education knowledge. This advises that environmental education programs in primary teacher training programs, including in-service and pre-service, should be expanded upon and enhanced. More work has to be done to help female teachers since they have fewer possibilities than their male counterparts to execute and participate in environmental activities and actions (Danielraja, 2019).

As individuals take the initiative to execute the PPAs, they also increase their self-confidence. As they looked out for the interests of the students, they discovered how to trust themselves. According to one SPG officer:

“Nung dati po kasi, nung hindi pa po talaga ako SPG. Hindi po talaga ako confident sa sarili ko. Wala akong mga friends. Isa lang yung friend ko. Simula po nung naging SPG po ako, naging confident po ako sa sarili ko kasi alam ko may posisyon naman ako sa school ‘tas nadagdagan din po yung mga kaibigan ko.” (SPG 37)

(Before, when I was not already a part of SPG, I was not confident. I do not have a lot of friends. I have only one friend. But when I become part of SPG, I build my self-confidence because I know that I have a position in the school and I gained a lot of friends.)

Student confidence is a key element of academic success, claims Kohli (2023). Children's confidence may suffer because of bullying and harassment, which frequently has an impact on how well they perform in school. Helping children gain confidence is one of the most important things parents can do to foster a learning environment. If a youngster is the target of bullying, immediate action must be made to address the situation and assist these students in regaining their confidence. A young person may become less motivated

to study if their self-esteem is damaged. Parents may safeguard the drive that is the secret to success by helping their kids develop a feeling of value.

It is crucial that they possess leadership qualities since they stand in for the other pupils. Because they improved their leadership capabilities, the SPG gained from the deployment of PPAs. It is said by a SPG officer that:

“Kasi po ýung leadership po. Kami po ýung namumuno sa pagpapasunod ng patakaran sa paaralan para po sa kaayusan.” (SPG 121)
(Because of leadership, we lead in implementing rules in the school for peace and order.)

According to Lyssiotis (2021), with support and encouragement, every young person has the potential to become a leader in some area of their lives. How successful they are in life and how successful our society will be in the future will depend on the characteristics, values, and skills that are instilled in them throughout their formative years. In outdoor education, the fundamental importance of student empowerment and the contribution that leadership abilities make to higher student outcomes, health, and welfare are discussed.

Finally, they came to terms with their feeling of accountability. In addition to their academic duties, they were assigned other obligations through the SPG. However, SPG representatives and teacher-advisers were able to handle their duties. It is stated by a SPG officer that:

“Naging responsible po ako sa mga bagay na dapat po ako. Kumbaga sa akin po nakaasa. Naging responsible po kung ikukumpara sa dati.” (SPG 51)
(I become responsible for all the things that I can do. So, it is entrusted to me. I became responsible unlike before.)

Individuals' capability for accepting accountability for their decisions, as well as outcomes and spillover effects they have on others, is referred to as personal responsibility.

This concept best describes the context of our study since it acknowledges that students actively participate in their own education and that their behavior has an impact on their classmates. This description best matches the setting of our study, despite the fact that various variables, such as culture and age, might affect how one perceives this complex concept (Ayish and Deveci, 2019).

Subtheme 2. Impact

It is designed to evaluate the anticipated costs of any disruptive events that may happen to you, including company losses, supply chain bottlenecks, and more. A project management impact analysis report searches for costly defects in the project environment that might become an issue in an emergency (Waida, 2021).

The Supreme Pupil Government has an influence on the school since it aids in achieving both the aims and objectives of the institutions as well as the vision, purpose, and fundamental principles of the Department of Education. The upkeep of student discipline is their primary influence. By acting as an example and carrying out numerous programs, projects, and activities (PPAs), it was demonstrated that they were able to control the learners' behavior. It is stated by a SPG officer that:

“Ang laki nga ng pinagbago ng mga bata. Kasi dati kapag iniwan sila, talagang ang gulo. Ngayon, kapag minsan, ‘pagpasok ko, nakakatuwa naman kasi hindi sila naglalaro.” (TA 2)

(That's how much the children have changed. Because before when they were left, it was really a mess. Now, sometimes, when I go in, it's funny because they're not playing.)

Discipline is one of the most important components of a student's life. It is crucial to follow the dress code at school. Since it is hard for them to obtain a proper education without it, students must also learn discipline in school. Disciplined students attract the finest things into their life, and as a result, they achieve in all facets of their lives. Discipline

is constantly offered to students as guide for focusing on their goals in life. The disciplined life is characterized by success, effectiveness, and improved time management (Singh, 2023).

Conducting reading and tutoring sessions is one of the PPAs that the SPG has ordered. The students' reading and study abilities have improved, which has an effect on the school. It is mentioned by a SPG officer that:

“Nag-aaral na sila kasi may problem tayo dito. Yung pagmumultiply, pagbabasa, naiwan. Yung time na yun na naglalaro ang mga bata ay nagbabasa na lamang sila, nagsasaulo.” (TA 2)

(They are studying because we have a problem here. The learners who do multiplication and reading are left. That time when the children were playing, they were just reading, memorizing.)

To understand academic material and pass tests, students must have acquired study habits, which are a well-structured and planned routine of learning. Every academic activity is built on the pillars of study, interpretation, and application. Everyone approaches learning in a different manner (Siahi & Maiyo, 2015).

As a result of the greening program's widespread implementation, the SPG has required certain programs, initiatives, and activities. It is mentioned by a SPG officer that:

“Nalessen po yung pagkakaroon ng basura.” (SPG 60)
(The presence of garbage is lessened.)

The physical environment of the school has an impact on both instructors' and students' overall happiness with it, according to studies by Andrews (2019). School facilities have an influence on teacher recruitment and retention. They affect the kids' engagement, behavior, and health more dramatically. Whether it be sports facilities or scientific lab facilities, a school's holistic approach to improving the learning environment and fusing academics with other noteworthy extracurricular activities requires outstanding equipment and facilities.

Contextualized Pupil Empowerment Model for the Supreme Pupil Government of the School Division of Laguna

A contextualized pupil empowerment model has been developed for the Supreme Pupil Government in the Schools Division of Laguna. **Key Approach in Realizing Targets on Intensified Leadership and Youth Advancement (KARTILYA) Model** is a Supreme Elementary Learner Government Contextualized Empowerment Model. It aims to guide all the public elementary SELG in effective implementation of programs, projects, and activities. It is based on the performance of the Youth Formation coordinators, school heads, teacher-advisers, and officers as affected by the level of implementation of PPAs. Also, on the extent of implementation as evaluated based on the Stufflebeam's CIPP Model.

In accordance with the DepEd OUOPS Memorandum No 3. S. 2023 which was released on May 3, 2023 entitled, "Interim Guidelines of the Learners Government Program (LGP)," Supreme Pupil Government is no longer called as it is but instead Supreme Elementary Learner Government. Thus, it adopted the term in the contextualized pupil empowerment model.

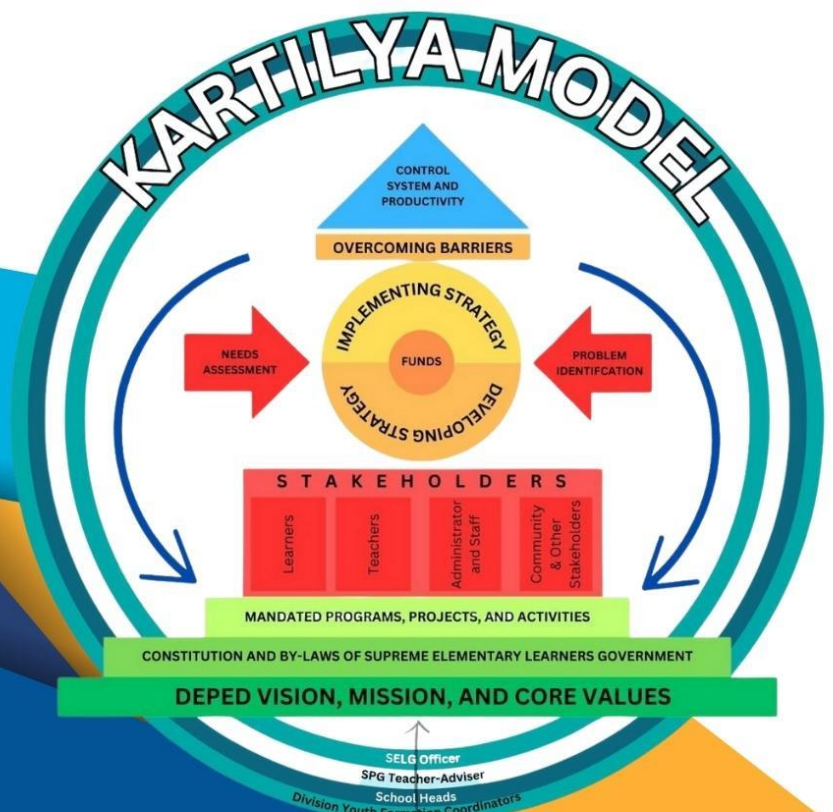
The model is partially implemented in all the central schools in the school division of Laguna as they served as the respondents of the study. It is continuously implemented based on the mandated PPAs also mentioned in the model.

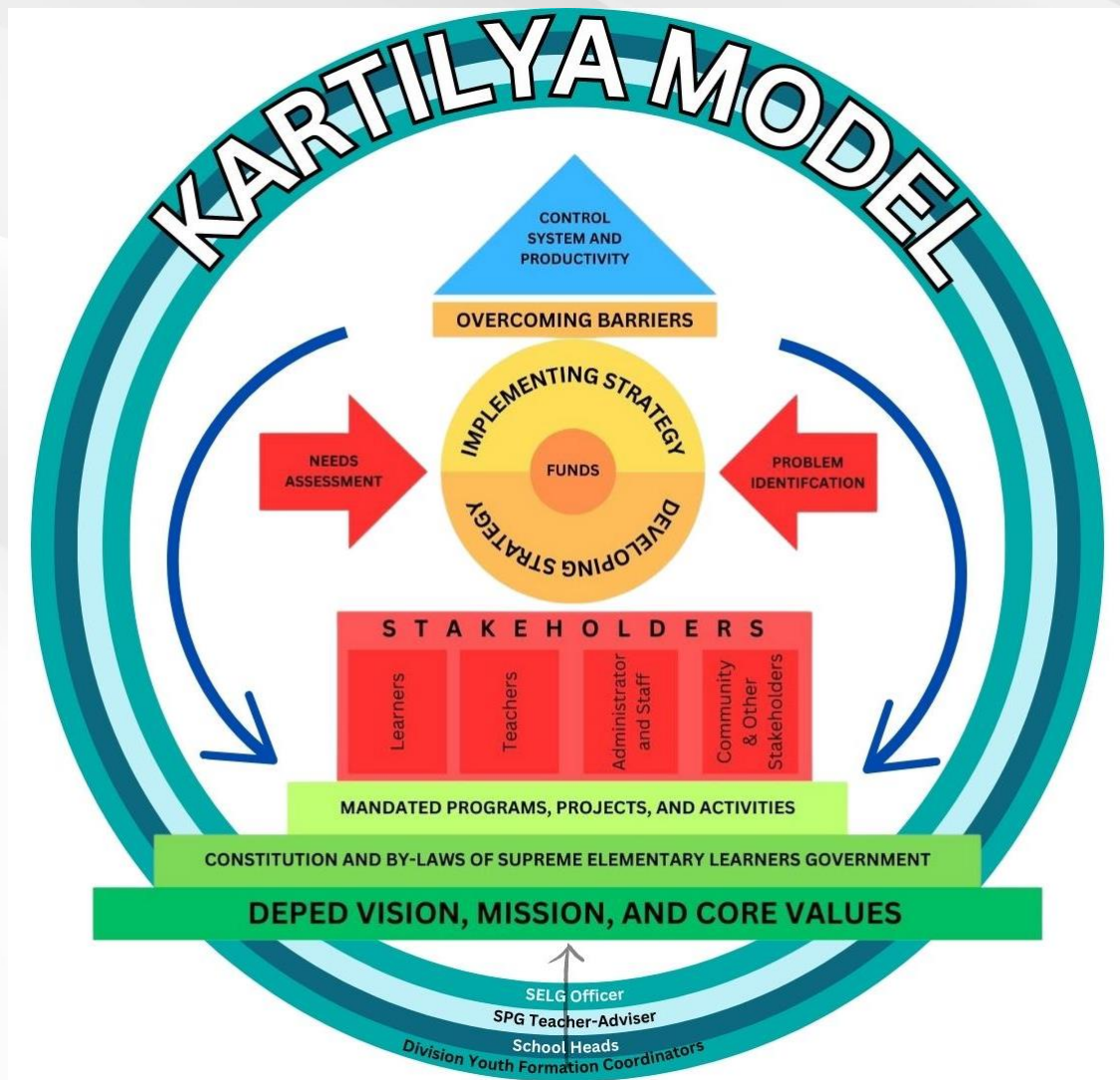
It also emphasizes the important role played by the SPG officers, school administrators, teacher advisers, and youth formation coordinators. It makes it simple to work together to achieve the goals of the SELG, formerly known as the SPG, in line with the execution of the required PPAs.

SUPREME ELEMENTARY
LEARNER GOVERNMENT

KARTILYA MODEL

Key Approach in Realizing Targets
on Intensified Leadership and
Youth Advancement





The **Key Approach in Realizing Targets on Intensified Leadership and Youth Advancement (KARTILYA) Model** is a Supreme Elementary Learner Government Contextualized Empowerment Model. It aims to guide all the public elementary SELG in effective implementation of programs, projects, and activities. It is based on performance of the Youth Formation coordinators, school heads, teacher-advisers, and officers as affected by the level of implementation of PPAs. Also, on the extent of implementation as evaluated based on the Stufflebeam's CIPP Model.

I. PRIME MOVERS OF THE SELG PPAS

The circular part shows the significant and interconnected performance of the youth formation coordinators, school heads, SELG teacher-adviser, and SELG officers. The YFCs are placed outside because it is in their key result areas (KRAs) the assurance of conducting the mandated PPAs. Inside it are the vital role of the school heads in supporting its implementation. The teacher-advisers are placed inside it to recognize its significant contribution in providing guidance to the SELG officers which are the main implementers of the mandated PPAs. It is proven that they have significant differences in the implementation of the SELG PPAs.

1. Division Youth Formation Coordinators

Youth Formation Coordinators are the Project Development Officers (PDOs) that are the assigned personnel in each division that conduct regular monitoring and ensure uniform interpretation of the additional provisions. Specifically, it shall (1) conduct a division-wide campaign raising awareness and promoting clean and fair conduct of the synchronized SG elections, (2) document and respond to expected and unexpected complications in the organization and election of the SG in schools, (3) highlight local crisis where the SG from different schools may contribute in resolving, (4) establish merit systems that appreciate and recognize best practices by various SGs in the division, and (5) engage in dialogue with the Schools Heads, SG Advisers and officers on matters relating to the overall improvement of the Student Government (DepEd Order No. 11 s. 2016).

2. School Heads

As stewards of their institutions, school heads are essential in maintaining a conducive and encouraging atmosphere for successful teaching and learning. The Department of Education (DepEd) can produce quality instructors and holistic learners who are immersed in values, armed with 21st century skills, and capable of driving the nation to growth and advancement via their quality leadership and management (DepEd Order No. 42 s. 2017).

School heads play a crucial role in the nation's educational system and are essential to fulfilling the government's goal of delivering high-quality basic education. A school head is a person in charge of managing the academic program and administrative operations of a school, according to Republic Act No. 9155, also known as the Governance of Basic Education Act of 2001.

In addition, school heads have authority, responsibility, and accountability for looking after students while maximizing organizational performance and health. To do this, they must direct schools, manage their systems and processes, encourage high standards of teaching and learning, take care of others as well as themselves, and involve stakeholders in projects that will improve school communities.

3. SELG Teacher-Adviser

SELG Teacher-Advisers are designated by the school heads that have direct experience in youth organization management, with good character and reputation in the school and community, competent, able, and willing to work with the student leaders from planning to implementation of programs, projects, and activities (PPAs) (DepEd Memo 03 s. 2023).

They serve as the Student Government's role models for leadership and governance. In particular, he or she is responsible for: (1) supervising and evaluating all SG internal and external processes and leadership practices; (2) promoting good governance and transparency; (3) ensuring the academic success and social and emotional well-being of SG officers; (4) holding one-on-one meetings with each SG officer to get feedback on the effectiveness and efficiency of his or her performance as an officer and/or the SG's overall performance; and (5) advocating for good governance and transparency (DepEd Order No. 11 s. 2016).

4. SELG Officers

Supreme Elementary Learner Government officers are duly elected and/or appointed officials which are composed of president, vice-president, secretary, treasurer, auditor, public information officer, protocol officer, and grade level representatives (DepEd Memo 03 s. 2023). The power that comes from the student body will be held by the Supreme Student Government. It will serve as the most democratic, independent, and

unified student body representative. Its guiding ideals are cooperation, unity, accountability, responsible servant leadership, and effectiveness in serving the student body. It will be a leader in protecting students' rights and welfare and the epitome of student excellence, built on strong moral principles and good character (DepEd Order No. 47 s. 2014).

II. CONTEXT

1. THE VISION, MISSION, AND CORE VALUES OF THE DEPARTMENT OF EDUCATION

The DepEd Order No. 36 s. 2013 laid down the Department of Education's Vision, Mission, and Core Values. It clearly explained the message and meaning of it. This served as the basis of all the policies of the Department and the programs, projects, and activities.

DEPED VISION

We dream of Filipinos who passionately love their country and whose values and competencies enable them to realize their full potential and contribute meaningfully to building the nation. As a learner-centered public institution, the Department of Education continuously improves itself to better serve its stakeholders.

“We dream of Filipinos...” The vision encompasses more than just the plan's conclusion. It is a hope, a wish, and a prayer—something for which we ardently hope and

strive. By imagining, we may start to carry out the mandate and meet the obligations set forth in Republic Act No. 9155 and perform our civic responsibility as Filipinos.

“...who passionately love their country...” It aims to cultivate students who are devout citizens and patriots who have a burning desire to give back to and advance their nation.

“...and whose values and competencies...” It must instill the ideals seen to be important and desirable in addition to preparing pupils with the essential skills.

“...enable them to realize their full potential and contribute meaningfully to building the nation...” Because it is a learner-centered organization, it wants its students to understand how to better themselves and achieve their goals while taking into account the status of their nation and the welfare of their people. Filipinos then understand their potential and use it to develop the country they all deserve, rather than using it for their own personal benefit.

The State must prioritize education, science and technology, the arts, culture, and sports, according to Section 17 of Article II of the 1987 Constitution, in order to promote nationalism and patriotism and advance social progress, human liberation, and development.

“As a learner-centered public institution...” The Department of Education is the government agency responsible for developing, carrying out, and coordinating legislation, plans, programs, and initiatives related to both formal and informal basic education. We prioritize the needs of the Filipino student in all of our choices and deeds.

“..the Department of Education continuously improves itself..” Similar to learners, it never stops learning. As a company and as people, we are always striving to improve.

“..to better serve its stakeholders.” The needs of the learners change throughout time, and the department must adjust and improve to better meet those demands.

DEPED MISSION

To protect and promote the right of every Filipino to quality, equitable, culture-based, and complete basic education where:

Students learn in a child-friendly, gender-sensitive, safe, and motivating environment

Teachers facilitate learning and constantly nurture every learner.

Administrators and staff, as stewards of the institution, ensure an enabling and supportive environment for effective learning to happen.

Family, community, and other stakeholders are actively engaged and share responsibility for developing life-long learners.

“To protect and promote the right of every Filipino to quality, equitable, culture-based, and complete basic education where:” The mission declares that it is our responsibility as stewards of education to uphold and advance every citizen's right, as expressed in the Philippine Constitution of 1987.

“Students learn in a child-friendly, gender-sensitive, safe, and motivating environment.” By providing the learners a child-friendly, gender-sensitive, safe, and motivating environment.

“Teachers facilitate learning and constantly nurture every learner.” Teachers ensure the development of each unique learner.

“Administrators and staff, as stewards of the institution, ensure an enabling and supportive environment for effective learning to happen” The policies, systems, processes, and behaviors ensure an enabling and supportive environment for effective learning to happen.

“Family, community, and other stakeholders are actively engaged and share responsibility for developing life-long learners.” Actively practice shared governance of basic education with the entire community in developing all Filipinos.

DEPED CORE VALUES

Maka-Diyos - Makatao - Makakalikasan - Makabansa

Republic Act No. 8491 states that our national Motto shall be “MAKA-DIYOS, MAKA-TAO, MAKAKALIKASAN AT MAKABANSA.”

2. THE CONSTITUTION AND BY-LAWS OF SUPREME ELEMENTARY LEARNER GOVERNMENT (*DepEd Memo 03 s.2023*)

Preamble

We, the learners of [name of school], imploring the aid of Divine Providence, believing in the need for a better organized Supreme Elementary Learner Government (SELG) and in the development of the learners as future leaders of the nation, do hereby promulgate and adopt this Constitution and By-Laws of the Supreme Elementary Learner Government in Elementary Schools that shall advance, implement, and maintain our goals and aspirations, embody the ideals and principles of freedom, equality, justice, and democracy, and promote the welfare of all student and academic standards of our Alma Mater.

Article I

General Provisions

Section 1

This Constitution and By-Laws shall be known as the Constitution and By-Laws of Supreme Elementary Learner Government of [name of school, complete address].

Section 2

The SELG is the government of learners entitled to enjoy rights and privileges pursuant to this Constitution and By-Laws specially to exercise the right of suffrage and participate in all SELG/SSLG programs, projects, and activities.

Article II

Name and Domicile

Section 1

The name of this Supreme Elementary Learner Government shall be known as the Supreme Elementary Government / of [name of school] which shall hereinafter be referred to as the SELG

Section 2

The seat of the SELG shall be exercised in the school's jurisdiction.

Article III

Definition of Terms and Naming Convention

Section 1

Terms and acronyms used throughout this Constitution and By-Laws of Supreme Elementary Learner Government/Supreme Secondary Learner Government are defined in the following:

1.1 **Ad Hoc** refers to a committee created for a specific or one-time purpose to address issues that fall outside the scope of other existing committees.

1.2 **An Absolute Majority** refers to a voting system that requires more than half of all the officers (including those officers who are absent and those present but not voting) to vote in favor of a proposition in order for it to pass. In practical terms, it may mean that abstention from voting could be equivalent to a no vote.

1.3 **Annual Implementation Plan (AIP)** refers to the school's detailed plan for improving learner outcomes encompassing actions, roles, responsibilities, timelines and success criteria for the next twelve (12) months, leading to the achievement of the academic goals.

1.4 **Bona fide learner** refers to individuals enrolled in elementary and secondary schools.

1.5 **Division Youth Formation Coordinator (DYFC)** refers to the designated Project Development Officer handling the Student Government Program, stationed in the Schools Division Office.

1.6 **External Sources of Funds** refers to the financial support or funds coming from donations and fund-raising activities.

1.7 **General Plan of Action (GPOA)** refers to the annual plan of co- curricular and extra-curricular programs, projects and activities crafted by the officers of the SELG and in consultation with all school clubs and organizations.

1.8 **Internal Sources of Funds** refers to the financial support provided by schools but not limited to School's Maintenance and Other Operating Expenses (MOOE).

1.9 **Learners** refer to individuals in elementary and secondary levels who are the constituents of the SELG.

1.10 **Learner Government** refers to the Supreme Elementary Learner Government (SELG) which serves as the highest governing body of all learners at the elementary and secondary levels respectively.

1.11 **Learner Government on Elections and Appointments (LG COMEA)** refers to the governing and implementing commission that solely manages the elections and appointments of the Learner Government.

1.12 **Official Documents** refer to the documents duly signed and released by the SELG, e.g., financial reports, resolutions, minutes of the meeting, official statement, activity reports.

1.13 **Programs, Projects, and Activities (PPAs)** refer to mandated, recommended, and initiated programs, projects, and activities.

1.14 **Quorum** constitutes one half plus one of the total number of officers.

1.15 **Registration** refers to the process of officially recognizing an individual or group as having a particular status or being qualified to perform a particular activity.

1.16 **Right/s** pertain to legal, social, or ethical principles of freedom or entitlement; that is, rights are the fundamental normative rules about what is allowed or owed to people.

1.17 **State of the Learner Government Address (SOLGA)** refers to the activity to be conducted in the first and last quarter of the school year highlighting the presentation of the GPOA and accomplishments of the SELG.

1.18 **School Governance and Operations Division (SGOD)** of the Schools Division Office refers to the office that supports and capacitates schools and learning centers in ensuring a conducive learning environment and in compliance with quality standards of governance and operations.

1.19 **Term** refers to the length of time an individual holds a position; and

1.20 **Youth Formation Division (YFD)** of the Department of Education (DepEd) Central Office is the office that provides youth-serving units and organizations with responsive, learner- centered, youth-oriented policies, standards, guidelines, programs, and projects which shall contribute to the holistic development of learners who are value-driven, career-oriented, culturally rooted and socially responsible.

Article IV

Declaration of Principles Objectives and Policies

Section 1

The SELG shall be the highest student governing body in the school.

Section 2

The SELG shall be the forefront of the learners' rights and welfare; model of the learners' excellence; and representation of good character and deep sense of moral values.

Section 3

The SELG shall have the power that emanates from the student body. It shall be autonomous, diplomatic, unified, and the highest democratic representative of the student body.

Section 4

The SELG shall uphold and adhere with the Mission Statement of the Department of Education which is *"to protect and to promote the right of every Filipino to quality, equitable, culture-based, and complete basic education where students learn in a child-friendly, gender- sensitive, culturally aware, safe, and motivating environment."*

1.1 The Mission Statement of the Department of Education shall serve as the guide of the SELG in working to serve the best interest of the learners.

Section 5

The SELG is founded on the principles of good governance, volunteerism, participatory democracy, responsible servant-leadership, collaboration, unity, accountability, and efficiency in serving the learners.

Section 6

The SELG shall be committed to adhere with the core values of *Maka-Diyos, Makatao, Makakalikasan and Makabansa*, its principles, and ideals into action through academic, socio-civic, and leadership PPAs.

Section 7

The SELG shall have the following objectives to:

- 7.1 uphold the values, principles, and ideals of the Department of Education;
- 7.2 empower the learners to strive for excellence in the academics, leadership, and social responsibility;
- 7.3 encourage the learners to be proactive members of the society;
- 7.4 lead learners in developing passionate love of country, values, and competencies that will enable them to realize their full potential and to contribute meaningfully to building the nation;
- 7.5 represent the learners in the School Governing Council pertaining to the learners' concerns.
 - 7.5.1 To actively participate with the school management in developing a learner-friendly, safe, and motivating learning environment;
 - 7.5.2 To actively participate with the school management in nurturing an inclusive, service-oriented, gender-sensitive, culturally aware, and environment- conscious community;
 - 7.5.3 To actively participate with the school management in developing self-confidence, critical thinking, problem- solving, decision-making, and learning among the learners and to provide learners opportunities to utilize these skills in contributing towards nation-building;

7.6 serve, protect, and promote the rights and welfare of every learner.

Section 8

The SELG shall pursue, practice, and uphold at all times, the principles of good governance, the value of integrity, renouncing all forms of corruption and acts which are contrary to the rules and regulations of the school and the DepEd.

Section 9

The SELG shall encourage open communication and dialogue with all registered student organizations, learners, and other stakeholders consistent with its principles and purposes.

Section 10

The SELG shall provide a channel for learners' opinions, suggestions, grievances, and other concerns affecting their rights and welfare in the school.

Section 11

The SELG shall remain accountable and transparent at all times with all its transactions involving the interest of the learners.

Section 12

The SELG shall uphold a non-partisan and non-sectarian status.

Section 13

The SELG shall not engage in any form of or act which constitutes as commercialization pursuant to DepEd Order (DO) No. 28, s. 2001, *Prohibiting the Commercialization of the DECS Organization Through Endorsements and Accreditation of Goods and Services* and DO 39, s. 2009, *Strict Adherence to DepEd Order No. 28, s.*

2001 (Prohibiting Commercialization of the DECS Organization Through Endorsements and Accreditation of Goods and Services), and other relevant laws and rules.

Article V

Membership

Section 1

All bona fide learners of [name of school] shall be the members of the Learner Government.

Article VI

Bill of Rights of Learners

Section 1

The following rights of learners shall be exercised:

- 1.1 Every student has the right to be protected in a learning environment with zero-tolerance for violence in order to learn in an inclusive, child friendly, gender-responsive, safe, motivating, and healthy environment.
- 1.2 Every learner has the right to freely express and be heard his/her views on matters concerning him/her.
- 1.3 Every student has the right to avail of all the services offered by the SELG which include but not limited to organizing, joining, and actively participating in clubs, organizations, groups, and other associations for purposes not contrary to existing policies.
- 1.4 Every student has the right to conduct and to actively participate in all school curricular, co-curricular, and extra-curricular activities and programs that are

child-friendly and conducive to the optimum development of children's capacities.

- 1.5 Every student has the right to information on the policies, plans, programs, projects, processes, systems, and other matters concerning him/her.
- 1.6 Every student has the right to suffrage, to apply for a position, to nominate, and to be elected to office, and to exercise other electoral practices.
- 1.7 Every student has the right to responsible and independent and peaceful student elections and student publications.
- 1.8 Every student has the right to proper representation and participation to different meetings and assemblies of the school on issues affecting the welfare of the student body, to conduct child-led and peaceful meetings and assemblies; and to be heard in the decision-making processes affecting his/her education and welfare.
- 1.9 Every student has the right to recall his/her chosen SELG representatives.
- 1.10 Every learner has the right to due process, which includes the right to be informed and the right to be heard on matters affecting him/her.
- 1.11 Every student has the right to professional competence from teachers and school administration.
- 1.12 Every student has the right to be academically evaluated based on equal and objective criteria.
- 1.13 Every student has the right to an open and regular student- teacher and student-school administration dialogue.

1.14 Every student has the right to express his/her concerns, views, and grievances freely and responsibly in all matters affecting him/her.

1.15 Every student has the right to equal, legitimate, and responsible use of adequate, safe, clean, and efficient school facilities.

Section 2

All other rights as specified in DO No. 40, s. 2012 entitled DepEd Child Protection Policy and other issuances which are not specified herein are included as rights of the learners.

Article VII

Duties and Obligations of Learners

Section 1

Every learner has the responsibility to observe and uphold the laws of the Republic of the Philippines, the school rules and regulations, and this Constitution at all times.

Section 2

Every learner shall exercise one's rights responsibly and in good faith.

Section 3

Every learner shall support and promote the ideals, principles, thrusts, and objectives of the SELG, the School, and the DepEd.

Section 4

Every learner shall uphold the principles of good governance and value of integrity.

Section 5

Every learner shall endeavor to achieve academic excellence and shall abide by the rules and regulations governing his/her academic responsibilities.

Section 6

Every learner shall pursue to nurture an inclusive, service-oriented, gender-sensitive, culturally aware, and environment-conscious community.

Section 7

Every learner shall abide by the Constitution and By-Laws of the SELG.

Section 8

Every learner shall support the SELG mandated PPAs and the official issuances of DepEd.

Section 9

Every learner shall strive to become a proactive and enabling member of society and to contribute to the development of one's community.

Article VIII

Powers, Duties and Responsibilities of SELG

Section 1

The SELG shall have the following functions and responsibilities:

- 1.1 To uphold and enforce the Philippine Legal Codes, DepEd issuances, and the provisions of the Constitution and By-Laws of the Supreme Elementary Learner Government/ Supreme Secondary Learner Government;
- 1.2 To support and to promote the ideals, principles, thrusts, and objectives of the SELG, the School, and the DepEd;
- 1.3 To ensure efficient and effective implementation of SELG PPAS;

- 1.4 To spearhead PPAs anchored in the DepEd Core Values: *maka- Diyos, maka-tao, makakalikasan and makabansa*;
- 1.5 To act as the Executive Committee of the Coordinating Council;
- 1.6 To make recommendations to concerned units/individuals at the school level on issues/concerns affecting the learners;
- 1.7 To serve as representative of learners in voicing their opinions, suggestions, and grievances;
- 1.8 To spearhead the crafting of the SELG General Plan of Action (GPOA) and to participate in the formulation of the School Improvement Plan (SIP) and School Annual Implementation Plan (SAIP);
- 1.9 To represent learners in school matters as deemed necessary;
- 1.10 To monitor and coordinate with the LG COMEA every election period;
- 1.11 To recommend to the School Head for the granting, renewal, or revocation of registration of clubs and organizations;
- 1.12 To turn over financial assets, documents, properties, and other responsibilities to the incoming SELG Officers at least two (2) weeks before the end of their term; and
- 1.13 To submit an activity/accomplishment report/s in a unified template to the School Head a week after every implementation of the SELG/SSLG PPAs.

Article IX

Composition and Term of Office of the SELG

Section 1

The Officers of the SELG/SSLG are the duly elected President, Vice President, Secretary, Treasurer, Auditor, Public Information Officer, Protocol Officer, and Grade Level Representatives.

Section 2

Any SELG Officer, except the Grade Level Representatives, shall not be holding any other elective or appointive positions in other student clubs/organizations.

Section 3

The officers of the SELG/SSLG shall hold office for a period of one (1) school year.

Section 4

The term of office shall start from the date the officer takes his/her oath, until the successor takes his/her oath of office or until the end of the incumbent SELG's residency in the school as may be applicable.

Section 5

Oath Taking Ceremonies of elected SELG Officers must be conducted on the next regular Monday after the SELG Elections.

Article X

Duties and Functions of Learner Government Officers

Section 1

The SELG **President** shall be the chief executive officer of the SELG/SSLG.

He/she shall have the following duties:

- 1.1 facilitate, through his/her leadership and good governance, the efficient and effective overall operations of the SELG;
- 1.2 represent the learners on official functions or in any learner- related activities on or off the campus;
- 1.3 call and preside over all meetings and/or may designate another officer to preside over a specific meeting;
- 1.4 serve as an ex-officio member of all created Ad-Hoc Committees;
- 1.5 enforce this Constitution and By-Laws, and other rules and policies that may be promulgated;
- 1.6 sign all the official minutes, project proposals, resolutions, correspondences, and other official documents of the SELG;
- 1.7 represent the SELG or designate his/her representative for any external or internal affairs/functions;
- 1.8 head the Coordinating Council composed of different registered student organizations;
- 1.9 lead in implementing SELG mandated, recommended, and initiated PPAs;

- 1.10 create and/or dissolve Ad Hoc Committees as necessary for the efficiency of operations of the SELG. The Chairperson of which shall be appointed by the SELG President;
- 1.11 conduct a State of the Learner Government Address (SOLGA) during the first and last quarter of the school year;
- 1.12 turn over his/her responsibilities to the Vice President or to the officer next in rank in case of his/her absence; and
- 1.13 perform other functions inherent and incidental to his/her office.

Section 2

The **Vice-President** shall have the following duties:

- 2.1 assist the President in all matters where his/her assistance is necessary;
- 2.2 assume the Office of the President should the position become vacant;
- 2.3 supervise members in planning and arranging meetings or programs of activities;
- 2.4 serve as Chairperson of the Internal Affairs Committee; and
- 2.5 perform other duties assigned by the SELG President in case of his/her absence.

Section 3

The **Secretary** shall have the following duties:

- 3.1 keep accurate records of the minutes and document proceedings in every meeting;
- 3.2 prepare and provide documentation and reports for every implemented and initiated PPA to be submitted to the School Head;
- 3.3 prepare all notices of SELG meetings;

- 3.4 serve as Chairperson of the Secretariat Committee; and
- 3.5 perform other duties assigned by the majority of the SELG officers.

Section 4

The **Treasurer** shall have the following duties:

- 4.1 prepare regularly the financial reports of the SELG and safe keep all documents for transparency and accountability;
- 4.2 serve as the disbursing officer of all the SELG's funds;
- 4.3 prepare the annual budget of the SELG;
- 4.4 serve as the Chairperson of the Finance Committee; and
- 4.1 perform other duties assigned by the majority of the SELG officers.

Section 5

The **Auditor** shall have the following duties:

- 5.1 verify the legitimacy of the disbursement of SELG funds and certify the correctness of the financial reports;
- 5.2 audit and submit reports of all expenditures of the SELG funds;
- 5.3 assist the Treasurer in preparing financial reports;
- 5.4 act as the co-chairperson of the Finance Committee; and
- 5.5 perform other duties assigned by the majority of the SELG officers.

Section 6

The **Public Information Officer (PIO)** shall have the following duties:

- 6.1 disseminate and promote the thrusts and objectives of the SELG;
- 6.2 build and maintain a credible image for the SELG;
- 6.3 spearhead in the promotion of SELG PPAs and DepEd Core Values;

- 6.4 publish activities, accomplishment reports, and updates through the SELG Bulletin Board, press releases and social media;
- 6.5 serve as the Chairperson of the Public Relations Committee; and
- 6.6 perform other duties assigned by the majority of the SELG officers.

Section 7

The **Protocol Officer** shall have the following duties:

- 7.1 assist the presiding officer in enforcing proper decorum during the meetings;
- 7.2 assist in maintaining peace and order within the premises of the school, if necessary;
- 7.3 act as Chief Sergeants-At-Arms of subordinate organizations and classes;
- 7.4 serve as the chairperson of the Learners' Welfare Committee and appoint its members;
- 7.5 perform other duties assigned by the majority of the SELG officers.

Section 8

The **Grade Level Representative(s)** shall have the following duties:

- 8.1 represent his/her grade level in all the meetings of the SELG;
- 8.2 Grades 11 and 12 representatives shall create a mechanism to ensure all concerns and issues in respective grade levels, as well as strands and tracks, are raised and addressed;
- 8.3 serve as liaison to respective grade levels on updates and directives from SELG;
- 8.4 assist in the effective implementation of the SELG PPAs; and
- 8.5 perform other duties assigned by the majority of the SELG officers.

Article XI

Homeroom Class Organizations

Section 1

There shall be a homeroom class organization in every section composed of executive officers only parallel to the organizational structure of the SELG.

Section 2

The homeroom class organization shall assist the SELG in implementing its PPAs.

Article XII

Coordinating Council

Section 1

The Coordinating Council shall be headed by the President of the SELG as the Chairperson.

Section 2

The Coordinating Council shall be composed of all SELG officers, and Presidents of all registered clubs and organizations.

Section 3

The Coordinating Council shall have the following functions:

- 3.1 coordinate school wide PPAs that require the participation and involvement of the learners;
- 3.2. provide support mechanisms in the implementation of various PPAS of all registered clubs and organizations; and
- 3.3. synchronize PPAs of all registered clubs and organizations in the school.

Section 4

The School Head shall automatically be the Adviser of the Coordinating Council. All resolutions and agreements arrived at by the Coordinating Council shall be approved by the School Head.

Section 5

The Coordinating Council shall meet at least once every quarter or as often as the council may deem necessary. Copy of the Minutes of the Meeting and resolutions must be submitted to the School Head.

Section 6

There shall be six (6) permanent committees in the Coordinating Council namely, Executive Committee, Internal Affairs Committee, External Affairs Committee, Secretariat, Rules and Constitution Committee, and Learners' Welfare Committee.

Each committee shall be chaired and co-chaired by the SELG Officers. Except for the Executive Committee, members of other committees shall be appointed by the Chairperson of the Coordinating Council from among the Presidents of the registered clubs and organizations.

Section 7

The Executive Committee shall act as the administrative arm of the Coordinating Council.

Section 8

The Internal Affairs Committee shall be chaired by the Vice President and co-chaired by the Treasurer and Auditor. This committee shall be responsible for

organizational matters such as finance management, resource mobilization, budgeting and auditing, and training.

Section 9

The External Affairs Committee shall be chaired by the Public Information Officer. This committee shall be responsible for linkages, partnerships, and publicity.

Section 10

The Secretariat Committee shall be chaired by the Secretary and shall be responsible for documentation, record-keeping, and filing.

Section 11

The Rules and Constitution Committee shall be chaired by the Protocol Officer and shall ensure compliance with the Constitution and By-Laws of this organization and all existing DepEd issuances related to youth affairs.

Section 12

The Learner Activities Committee shall be chaired by the officer appointed by the Chairperson. This committee shall be responsible for the harmonization and coordination of all student-led activities.

Article XIII

Adviser

Section 1

The School Head shall designate a qualified teacher as the SELG Adviser and endorse a copy of the designation to the Schools Division Office through the School Governance Operations Division.

Section 2

The endorsement and designation of SELG Adviser shall be done every school year.

Section 3

The SELG Adviser must have the following qualifications:

- 3.1 direct experience in youth organizational management;
- 3.2 good character and reputation in the school and community;
- 3.3 competent, able, and willing to work with the student leaders from planning implementation to of PPAs;
- 3.4 shall have at least one (1) year residency in the school.

Section 4

The SELG adviser shall have the following duties and responsibilities:

- 4.1 Monitor all programs, projects, activities, and meetings of the SELG at all times;
- 4.2 Act as the SELG's mentor in good governance and leadership;
- 4.3 Oversee all the SELG's internal and external processes and leadership practices;
- 4.4 Ensure the academic excellence, as well as the holistic welfare and development of the SELG officers;
- 4.5 Conduct consultations with SELG officers to gather feedback on the efficiency and effectiveness of performance as an officer and/or the overall performance of the SELG;

- 4.6 Propose recommendations for improvement based on the information gathered from the consultations;
- 4.7 Actively participate and coordinate with the Division Youth Formation Coordinators through the School Head in the implementation and management of SELG-related activities in all levels of governance;
- 4.8 Facilitate the crafting of the General Program of Action (GPOA) for approval of the School Head.
- 4.9 Submit reports and other pertinent documents for approval of the School Head, and copy furnish the Schools Division Office through the Division Youth Formation Coordinators, if necessary.
- 4.10 The Advisership in the SELG shall be equivalent to one (1) teaching load pursuant to Republic Act No. 4670 and other relevant DepEd issuances.

Article XIV

Elections

Section 1

The Learner Government Commission on Elections and Appointments, herein referred to as the LG COMEA, shall solely manage the elections and appointments of the Learner Government.

Section 2

The LG COMEA shall enforce all rules and regulations; and administer all proceedings and regulations relative to the conduct of any other matter that requires suffrage.

Article XV

The General Assembly

Section 1

The General Assembly shall be composed of all bona fide learners of the school.

Section 2

The General Assembly shall be a forum for information dissemination.

Section 3

The General Assembly shall be convened by the SELG during the opening and closing of classes, and as deemed necessary.

Article XVI

Federations of the Supreme Elementary Learner Government

Section 1

The Division Federation of SELG is composed of all School Presidents of SELG

Section 2

The Regional Federation of SELG is composed of all Division Presidents of SELG.

Section 3

The National Federation of SELG is composed of all Regional Presidents of SELG.

Article XVII

Meeting and Quorum

Section 1

The SELG shall conduct regular monthly meetings or as agreed upon by the officers of the SELG.

Section 2

Majority of the officers of the SELG/SSLG (50%+1) shall constitute a quorum.

Section 3

Each member of the SELG/SSLG is entitled to only one vote.

Section 4

If the votes end in a draw, the SELG/SSLG President or the Acting Chair of the meeting shall cast the vote to break the tie.

Section 5

No proxy shall be allowed when voting.

Article XVIII

Finance

Section 1

The school may allocate a portion of the MOOE to support the SELG operations, subject to usual accounting and auditing rules and regulations.

Section 2

The following are the guidelines for handling internal and external sources of funds:

2.1 A monthly report on the receipts and/or collections made duly signed by the

Treasurer and the President and noted by the SELG Adviser shall be posted on

the SELG bulletin board and be submitted to the School Head.

2.2. The SELG shall maintain safekeeping measures of all funds received in

coordination with the School Head and designated Disbursing Officer.

2.3 The SELG may accept donations from any member or any public or private person or institution, for as long as it will not affect or compromise the integrity of the SELG, provided that all donations received shall be in accordance with the existing Department of Education policies and rules, as well as regulations on accepting and recording, and reporting donations. Copies of such shall be submitted to the School Head.

2.4 The SELG may undertake fundraising activities to subsidize its projects and activities as long as it will not affect or compromise the integrity of the SELG; provided that the SELG must submit and seek approval of their project proposal to the SGOD through the School Head, to be reviewed by the Division Youth Formation Coordinators and approved by the Schools Division Superintendent prior to implementation of fundraising activities.

2.5 No officers of the SELG, as well as the SELG Adviser shall have the power to make any bill, payable note or any negotiable instrument or endorse the same in the name of SELG, or contract or cause to be contracted any debt or liability in the name or on behalf of the SELG.

2.6 All disbursement shall be made in accordance with the programs, projects and activities of the SELG embodied in the annual General Plan of Action (GPOA) endorsed by the SELG Adviser and duly approved by the School Head.

2.7 The SELG shall enjoy the freedom to determine its priorities in the disbursement of its funds, provided that it shall be, directly, and exclusively used to support and/or finance the SELG programs, projects, and activities aligned with the school's priority PPAs'.

2.8 The SELG President and the Treasurer shall be the signatory of all fund disbursements of the SELG. All fund disbursements must be accompanied with an SELG resolution noted by the SELG Adviser and approved by the School Head. All expenses must be supported by official and/or acknowledgement receipts. The School Head shall be provided with a copy of all the resolutions relative to the disbursements made.

2.9 The SELG, through the Treasurer and the Auditor, shall promulgate financial guidelines for proper financial management.

2.10 At the end of every activity, the SELG shall liquidate expenses before another disbursement. Without this, succeeding disbursements shall not be authorized. Funds of the SELG shall be audited by the Auditor and rechecked and verified by the school's administrative officer or assistant at the end of the term of the SELG and at the end of every activity. In the absence of an administrative officer or assistant, the SELG adviser shall do the rechecking and verification.

2.11 Financial statements shall be duly noted by the SELG Adviser, posted on the designated bulletin board every month, printed in every issue of the school paper, furnishing the School Head with a copy.

2.12 The SELG shall submit a bi-annual financial report duly noted by the SELG Adviser to the School Head.

ARTICLE XIX

Transparency and Accountability

Section 1

Elected SELG officers shall always uphold the best interest of the organization and act in accordance with existing laws, regulations, policies, guidelines, and of this Constitution. They shall serve as role models for the learners, demonstrating the DepEd Core Values of *maka- Diyos, Maka-tao, makakalikasan, at makabansa*.

Section 1

For the purpose of accountability and transparency of all organizational planning, operations, implementations and review of the SELG, the following shall always be observed:

- 2.1 Prepare a GPOA collectively conformed by at least a majority (one- half plus one) of the officers of the SELG through a resolution;
- 2.2 Conduct meetings and committee deliberations with the consensus of a majority of SELG officers;
- 2.3 Conduct PPAs duly approved by the school head for the school year;
- 2.4 Deliberate on matters involving recognitions, appreciations, and special citation for internal or external parties that contributed to the success of the implementation of the SELG PPAs, provided that such deliberations have been graced by the majority;
- 2.5 Prepare, document, process, file, and record all financial transactions of the SELG/SSLG, as required by this constitution;

- 2.6 Create, develop, or by any means, find ways to provide a transparency board for the SELG for the purposes of information dissemination (notices, action plan, PPAs brief, resolutions, and relevant DepEd issuances affecting learner's welfare;
- 2.7 Posting of duly approved after-activity accomplishment and financial reports;
- 2.8 Posting of duly audited and approved monthly financial reports; and
- 2.9 Disseminate other relevant announcements and information not within the scope of the above cited purposes.

Article XX

Removal, Resignation and Vacancies

Section 1

Any officer may be removed from office for and conviction of, culpable violation of this Constitution, excessive absences, failure to fulfill duties, breach of confidentiality, other offenses that affect or compromise the integrity of the SELG.

Section 2

The following procedures shall be observed in the impeachment of a SELG Officer:

- 2.1 A formal written complaint shall be filed to the Office of the School Head;
- 2.2 The Office of the School Head through the SELG Adviser shall inform the concerned SELG/SSLG officer within three (3) school days upon receipt of the written complaint; and require the latter to respond in writing within three (3) school days after the receipt of the complaint. Failure on the part of the concerned SELG officer to respond to the complaint after receipt thereof shall

allow the school head to proceed with the investigation and decide on the complaint for removal.

2.3 Upon receipt of the written response of the concerned SELG officer, the Office of the School Head shall investigate within ten (10) school days to determine the strength and/or gravity of the complaint;

2.4 The Office of the School Head shall prepare a report of its findings and decision, and copy furnish the SELG Adviser and the concerned SELG officer with his/her parents'/guardians' attention a day after the conclusion of the investigation.

Section 3

Any SELG/ Officer who has been removed from office shall be disqualified from running for a position in any SELG elections to be conducted in the next two (2) school years, except for any registered school clubs and organizations.

Section 4

Any SELG officer may file a resignation letter to the Office of the School Head.

Section 5

The school head shall verify the justification or validity of the reasons for resignation of an SPG officer. The school head shall determine whether to approve or disapprove the resignation within five (5) school days upon receipt of the letter.

Section 6

Resignation of an elected SELG officer shall take effect five (5) school days after the approval of the Office of the School Head.

Section 7

In the event of vacancy of the position of the SELG President for the reason of resignation, expulsion, impeachment, sickness, permanent disability, or death, the Vice-President shall immediately assume the position.

Section 8

In the event of vacancy of the position/s of the SELG Vice- President, Secretary, Treasurer, Auditor, Public Information Officer, and Protocol Officer, for the reason of resignation, expulsion, impeachment, sickness, permanent disability, or death, a special election shall be conducted within ten (10) school days upon the request of the SELG Adviser.

Article XXI

Amendments of the Constitution and By Laws

Section 1

This Constitution and By-Laws may be amended or modified in full or in part as deemed necessary from its issuance.

Section 2

The Youth Formation Division (YFD) of the DepEd shall be the sole office to recommend the amendment or modification in full or in part of this Constitution and By-Laws to the Secretary of the Department of Education. The YFD shall call for proposed amendments with attached duly signed resolutions from the National Federation of SELG.

Section 3

The YFD through its Technical Working Group, composed for the purpose, and shall assess the proposed amendments received for possible inclusion to the Draft Revised Constitution and By-Laws.

Section 4

Final Draft of the Revised Constitution and By-Laws formulated by the YFD shall be concurred by at least two-thirds (2/3) of all Division Federation of SELG nationwide through a duly signed Resolution from respective Divisions.

Article XXII

Separability Clause

If part of this Constitution and By-Laws of Supreme Elementary Learner Government and Supreme Secondary Learner Government is invalid, all parts that are separable from the invalid part remain in effect. On the other hand, if a certain part, and if one part is held unconstitutional or invalid, all other parts are valid.

Article XXIII

Repealing Clause

Any provision or part of this Constitution and By-Laws of Supreme Elementary Learner Government and Supreme Secondary Learner Government shall be found to be in contrary or inconsistent with the Constitution and Laws of the Republic of the Philippines, as well as with established or legitimate implementing rules and guidelines and issuances caused or ordered to be formulated or issued by the same to the related offices of the Department of Education shall be deemed null and void.

Article XXI

Effectivity

Amendments to this Constitution and By-Laws shall take effect immediately upon its issuance.

3. MANDATED PROGRAMS, PROJECTS AND ACTIVITIES OF THE SUPREME STUDENT GOVERNMENT (*DepEd Order 49 s.2011*)

The Supreme Elementary Learner Government (SELG) is the foremost co-curricular student organization authorized to operate and implement pertinent programs, projects and activities in every elementary school nationwide. It lays the groundwork for good governance, volunteerism, unity and cooperation by providing the students various venues where they can improve their leadership knowledge, skills and attitudes. It trains students to become better members of society in accordance with the ideals and principles of participatory democracy and good citizenship. More importantly, it helps the Department of Education (DepEd) achieve its thrusts as indicated in the Education for All (EFA) Goals, Millennium Development Goals (MDGs) and the Basic Education Social Reform Agenda (BESRA).

In order to synchronize its programs, projects and activities (PPAs), the following are mandated to be implemented annually by the SSG in the school and community:

1. organize the participation of students and volunteers in the annual Brigada Eskwela;
2. lead/participate in the National Greening Program (NGP) and other environment-related activities;
3. conduct activities and awareness campaigns to encourage parents to enlist their five-year old children for kindergarten;
4. conduct book and toy drive and other school supplies for donation to schools with kindergarten;
5. conduct activities to prevent students from dropping-out of schools;

6. conduct English Speaking Campaigns, and Reading and Tutorial Services;
7. conduct activities to support Anti-Drug Abuse Education and Campaign;
8. assist in ensuring that the school is a smoke/tobacco free place;
9. lead students in organizing activities which start during the Teachers' Month Campaign every September and which culminate during the World Teachers 7 Day celebration on October 5; and
10. encourage and support the participation of students in recognized co-curricular clubs/organizations and activities.

The following organizational support mechanisms shall be provided by DepEd at all levels to ensure that the above mentioned PPAs are implemented:

- a. establishment of Federations of SSGs in the division, regional and national levels as ready mechanisms for student consultations and as sources of feedback and policy recommendations on issues and concerns that affect them;
- b. adoption of the Constitution and By-Laws of the SELF pursuant to DepEd Order No. 49, s. 2011 and DepEd Memo 03 s. 2023;
- c. organization of the Division, Regional and National Advisers Associations of SSGs as support groups for the implementation and monitoring of the Student Government Program (SGP);
- d. conduct of recognition and awards programs and activities for outstanding SSG organizations, officers and advisers through division, regional and national led initiatives;

- e. subject to existing DepEd policies and guidelines on voluntary contributions, collection of not more than Sixty Pesos (PhP60.00) as SSG Developmental Fund is encouraged to finance its programs, projects and activities;
- f. conduct of the synchronized SSG elections and requisite turn-over of responsibilities, financial statements and other records and properties;
- g. implementation of the synchronization of elections of all other school-based co-curricular organizations;
- h. conduct of student-leadership trainings at the division and regional levels provided prior coordination with the Center for Students and Co-Curricular Affairs (CSCA) is done for purposes of uniformity and compliance with SSG and SGP-related standards and policies;
- i. attendance in the annual National Leadership Training for Student Government Officers (NLTSGO);
- j. creation of the school's respective SSG Facebook Page to create a virtual network among other SSGs for purposes of establishing direct exchange of information, sharing best practices, and giving feedbacks and suggestions. These social networking accounts shall be linked to the official Facebook Page of the CSCA (<http://www.facebook.com/csca.deped>); and,
- k. monitoring, evaluation and rating of SSGs' implementation of the mandated programs, projects and activities and submission of elections and other required reports.

III. INPUT

1. STAKHOLDERS

Stakeholders are the people whose interests are affected by Supreme Elementary Learners Government's programs, projects, and activities. As identified by Kinicki and Williams (2018), there are two environments of the stakeholders which are the internal stakeholders and the external stakeholders.

The PPAs implemented by the SELG are made possible by the support given by the internal stakeholders particularly the learners themselves aside from being the main beneficiaries, the teachers, and the school head. On the other hand, the external stakeholders consist mainly of the parents who show support to the learners and the exhibit participation on the PPAs implementation of the SELG.

2. NEEDS ANALYSIS AND PROBLEM IDENTIFICATION

Assessing the current reality looks at where the Supreme Elementary Learner Government (SELG) stands internally and externally to determine what is working and what is not, to see what can be changed so as to increase efficiency and effectiveness in achieving the vision and mission of the Department of Education.

a. SWOT Analysis

Environmental scanning is a careful monitoring of an organization's internal and external environments to detect early signs of opportunities and threats that may influence the organization's plan. The process of doing such environmental scanning is SWOT

analysis. It is a search for strengths, weaknesses, opportunities, and threats affecting the organization. It provides a realistic understanding of the organization in relation to its internal and external environments to better formulate strategy in pursuit of the Department of Education's mission.

b. Benchmarking

The SELG evaluates its performance to that of top performing companies through the benchmarking process.

c. Trend Analysis

A hypothetical projection of a previous sequence of events into the future is known as trend analysis. The fundamental premise is that the present's image may be extrapolated into the future. If the company has access to adequate historical data, this is not a poor assumption, but there is always a chance of a surprise. Additionally, faulty data will result in inaccurate trend estimates.

d. Contingency Planning

It is the construction of alternate hypothetical future situations that are just as plausible.

III. PROCESS

A. DEVELOPING STRATEGY

After assessing the needs and identifying the problems, it is time to turn to strategy formulation in developing a strategy. The strategy must then be translated into more specific strategic plans which determine what the Supreme Elementary Learner Government's long-term goals should be. These should communicate not only the SELG's general goals anchored to DepEd Vision and Mission but also information about how these goals will be achieved. There are three common strategies which are growth, stability, and defensive.

a. Growth Strategy

The expansion is a component of the growth plan, with learners being the beneficiaries. It frequently takes the shape of an inventive approach whereby the expanding PPAs share by developing better goods or services.

b. Stability Strategy

The stability strategy involves little or no significant change.

c. Defensive Strategy

The defensive strategy or retrenchment strategy involves reduction in the organization's efforts.

B. IMPLEMENTING STRATEGIES

Putting strategic plans into action is known as strategy implementation. This entails overcoming obstacles present in the SELG's structure and culture and determining if the necessary personnel and command and control mechanisms are on hand to carry out the plans. Implementation frequently requires getting over opposition from those who believe their power is threatened by the plans. This is especially true when the plans need to be carried out quickly because delay is the most straightforward form of opposition.

- a. Strategic control consists of monitoring the execution of strategy and taking corrective action, if necessary. To keep a strategic plan on track, it should engage people, keep the planning simple, stay focused, and keep moving.
- b. Implementing strategy and maintaining strategic control require effective execution. Execution is not simply tactics; it is a central part of any organization's strategy; it consists of using questioning, analysis, and follow-through to mesh strategy with reality, align people with goals, and achieve results promised.
- c. Three core processes of execution are people, strategy, and operations.
 1. It should have to evaluate talent by linking people to particular strategic milestones, developing leaders, dealing with nonperformers, and transforming the mission and vision into reality.
 2. In considering whether the organization can execute the strategy, SELG must take a realistic and critical view of its capabilities and competence.
 3. The operation plan should provide the path for people to follow. The operating plans should address all the programs, projects, and activities

(PPAs) in which the SELG will engage and then define short-term objectives for these PPAs, to provide targets for people to aim at.

C. FUNDS

Financial control includes budgets, financial statements, and audits.

1. A budget is a formal financial projection. Incremental budgeting, which assigns increased or decreased money to the SELG by utilizing the most recent budget period as a reference point, is the most significant method of budget planning. Only incremental changes in the budget proposal are examined. Budgets fall into two categories: fixed budgets, which distribute resources based on a single anticipated cost, and variable budgets, which let resource distribution to change in line with varying PPA levels.
2. A financial statement is a summary of some aspect of the SELG's financial status. One type, the balance sheet, summarizes the organization's overall financial worth (assets and liabilities) at a specific point in time. The other type, the income statement, summarizes the SELG's financial results (revenues and expenses) over a specified period of time.
3. Audits are formal verifications of the SELG's financial and operational systems. Audits are of two types. An external audit is formal verification of an organization's financial accounts and statements by outside experts. The internal audit is a verification of the SELG's financial accounts and statements by the organization's own staff particularly the treasurer and auditor.

D. OVERCOMING BARRIERS

When confronted with challenges in the form of a problem or an opportunity, individuals may respond in perhaps four ineffective ways and three effective ways.

a. The ineffective reactions are as follows.

1. In relaxed avoidance, on the premise that there won't be many serious negative effects, the SELG chooses not to take any action.
2. In relaxed change, the SELG chooses the first low-risk option that is accessible while realizing that complete inactivity would have detrimental effects.
3. In defensive avoidance, the SELG management fails to come up with a workable solution and then delays, shifts blame, or downplays the possibility of any unfavorable effects.
4. In panic, the SELG can't approach the matter rationally since they are so anxious to solve the issue.

b. The effective reaction consists of deciding to decide - that is, the SELG agrees that they must decide what to do about the problem or opportunity and take effective decision-making steps. Three ways to help the SELG decide whether to decide are to evaluate the following:

1. Importance - how high priority the situation is.
2. Credibility - how believable the information about the situation is.
3. Urgency - how quickly the SELG must act on the information about the situation.

IV. PRODUCT

A. MANAGING CONTROL EFFECTIVELY

Successful control systems have four common characteristics. They are as follows:

1. They are strategic and results oriented.
2. They are timely, accurate, and objective.
3. They are realistic, positive, and understandable and they encourage self-control.
4. They are flexible.

B. MANAGING PRODUCTIVITY

Productivity is defined as the formula “outputs divided by inputs for a specified period of time.” Productivity matters because it determines whether the SELG will make a profit or survive. Much of productivity growth is thought to result from the implementation of information technology. Productivity depends on control.

Table 3.1 Overall Correlation between the Performance Rating of Youth Formations Coordinators, School Heads, Teacher-Adviser, and SPG Officers and Level of Implementation of PPAs

Variables	Spearman's rho	p-value	Level of Correlation	Significance
Performance Rating	0.173	0.010	Very Weak Correlation	Significant
Level of Implementation				

The table presents the overall correlation of the performance rating of respondents which includes the youth formation coordinators, school heads, teacher-advisers and officers to the level of implementation of the programs, projects, and activities. With the Spearman's rho coefficient of 0.173, there is a very weak level of correlation between the Performance Rating and the Level of Implementation of all participants. However, with a p value of 0.010, there is a significant relationship between the two variables.

It revealed that there is a very weak correlation between the performance rating of the respondents and PPAs level of implementation. It means that, if the performance rating of the persons involved in the organization of SPG increases, the PPAs implementation is graduation increases and satisfactorily implemented and vice versa. It also revealed that they have significant relationship which means that a statistically significant association correlation between the performance rating of the respondents and PPAs level of implementation is one that is substantial enough to make it improbable that it would have happened in the sample if the population did not exhibit the relationship. To establish cause-and-effect linkages from experimental data, it is crucial to consider if a finding is unlikely to occur by chance.

The goal of the Youth Formation Division (YFD) is to change the nation's young for social advancement. It aims to shape students into proactive Filipino youth who recognize that society cannot prosper unless all of its components cooperate to meet the needs of the country. Additionally, it is centered on enhancing and completing following learning areas and skills: “Societal Engagement, Technical Skills, Social Skills, Creativity and Innovation Skills, Affective Skills, and Self Mastery Skills” to support the execution of the K–12 curricula. In addition, it seeks to provide youth-serving units and organizations with youth-focused, learner-centered, responsive policies, standards, guidelines, programs, and projects that will aid in the learners’ holistic development who are “value-driven, career-oriented, culturally rooted, and socially responsible.”

Chapter V

SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of the study on the Youth Formation Programs, Projects, and Activities (PPAs) of public elementary Supreme Pupil Government (SPG) in the Schools Division of Laguna. Besides, it presents the findings, conclusions drawn, and recommendations. All of these have significant contributions in the development of the contextualized pupil empowerment model.

Summary

This study intended to design a contextualized pupil empowerment model based on the Youth Formation Programs, Projects, and Activities of the Supreme Pupil Government (SPG) among the public elementary schools. Specifically, it attempted to determine the performance rating of the following as revealed by the Key Result Areas of Division Youth Formation Coordinators, School Heads, Teacher-Advisers, and SPG Officers; to determine the level of implementation of the Youth Formation Programs, Projects, and Activities (PPAs); to find out the variations of the level of performance of the respondents; to identify the significant relationship between the performance rating of respondents and the level of implementation of the PPAs; to explore the extent of implementation of Youth Formation Programs, Projects, and Activities (PPAs) of the Supreme Pupil Government; and to design a Contextualized Pupil Empowerment Model. The researcher selected the respondents through criterion sampling. They were composed of all the three (3) Youth Formation Coordinators of the School Division Office of Laguna, twenty-four (24) School Heads, twenty-four (24) SPG Teacher-Advisers, and one hundred sixty-eight (168) SPG officers

in all central schools of the Schools Division of Laguna. This study used Sequential Explanatory Mixed Method Research Design since quantitative data were collected first before the collection of qualitative data. In quantitative data, correlational research design was employed utilizing adopted and modified questionnaires. Phenomenological research design was employed in gathering the qualitative data utilizing a validated semi-structured interview guide anchored on CIPP Model. Based on the quantitative and qualitative results, a contextualized pupil empowerment model for the Supreme Pupil Government in the Schools Division of Laguna.

Findings

After completing the study on Youth Formation Programs, Projects, and Activities (PPAs) on the public elementary Supreme Pupil Government (SPG), the following are the significant findings:

1. The performance rating of the youth formation coordinators is very satisfactory (4.28), the school heads is outstanding (4.52), and the teacher-advisers is outstanding (4.52). However, the SPG officers are outstanding (4.74) as revealed by their progress and achievement and the observable behavior is classified as always observed (4.80) anchored on the DepEd core values.
2. The level of implementation of the programs, projects, and activities (PPAs) of the Supreme Pupil Government is very satisfactory with the weighted mean of 3.62 and standard deviation of 0.81 along with its impact, teamwork in implementing it, creativity and innovation, and effective use of resources.

3. There is a very weak level of correlation between performance rating and level of implementation of PPAs of all participants with coefficient of 0.173.
4. The needs of the schools revolve around the environmental issues and learners' misbehavior. The other mandated PPAs are not implemented well. Teachers, learners, other organizations, and parents are stakeholders that helped in implementation. To encourage participation, constant recognition was given. But being unruly, negligence, and conflict with policies are among the challenges. The SPG benefited by developing social skills, building self-confidence, being environmentally aware, developing leadership skills, and acquiring a sense of responsibility. As a result, it impacted the school community by maintaining the student discipline, enhancing the reading and study skills of the learners, and improving the school facilities.
5. A Contextualized Pupil Empowerment Model entitled "KARTILYA Model" which stands for Key Approach in Realizing Targets on Intensified Leadership and Youth Advancement Model. It is under the implementation phase in all central schools at Schools Division of Laguna.

Conclusions

In view of the findings, the researcher concluded the following:

1. There is outstanding performance of the school-heads, teacher-advisers, and SPG officers. However, the Youth Formation Coordinators perform very satisfactorily. There is also a significant difference between their performances.
2. The level of implementation of programs, projects, and activities of the SPG is very satisfactory.

3. There is a very weak level of correlation between performance rating and level of implementation of PPAs. It also has significant relationships.
4. The SPG were able to assess the needs and identify the problems. But there are barriers in the funds in the implementation phase. Thus, they conduct income generating activities to address the needs and provide solution to the problems. In effect, they have an impact to the school amid the challenges.
5. The developed contextualized pupil empowerment model is ready to be adopted and implemented in all public elementary schools in the Schools Division of Laguna.

Recommendations

Considering the findings and conclusions, the following recommendations are offered:

1. Integrate the individual performances in the implementation of various programs, projects, and activities (PPAs) particularly in youth development such as organization management like Supreme Learner Government.
2. The Supreme Learner Government should have wider perspectives on the needs of the school to provide a PPA that addresses it.
3. Collaborative implementation of mandated PPAs should be done.
4. All angles of the implementation of programs, projects, and activities (PPAs) should look up to make it holistic. Discussed the phenomenon in an open-ended manner.
5. The developed contextualized pupil empowerment model may be improved by future researchers. The contextualized pupil empowerment model may be utilized in secondary level.

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